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ABSTRACT

The first part of this document is a course outline for "Inductive Teaching Techniques for the Junior and Senior High School Teachers." The method of instruction uses an approach suggested in the Taba Inservice Education program, and the class consists of conducting a situation as the teacher would in the classroom. The second part of the document consists of a schedule of activities for an inservice teacher workshop. Among the objectives of the workshop are that participants will: 1) evaluate their present classroom practices in terms of planning, techniques, materials employed, student evaluation, and activity evaluation; 2) demonstrate increased skill in the practices in #1; 3) alter perception of their role as classroom teachers; and, 4) delineate an inquiry model for use in their own classrooms. There are five separate units to the workshop, in which a variety of techniques and materials are represented. The five meetings are: 1) Introduction, Discussion of workshop objectives, and Pre-Evaluation: Geography and Sociology; 2) Planning-American History, American Studies, and Political Science; 3) Implementation--Black Culture; 4) Evaluation and Modification--Western Civilization, Area Studies, Economics, and Social Psychology; and 5) The Inquiry Model. (JLB)

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Title Three

END OF PROJECT PERIOD REPORT

Development of an Inservice Model
for Implementing New Methodology
in the Social Studies Curriculum

SP 003 035

VOLUME IV - APPENDIX E

PL 89-10
MADISON PUBLIC SCHOOLS

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Title III
PL 89-10
MADISON PUBLIC SCHOOLS

VOLUME IV - APPENDIX E

END OF PROJECT PERIOD REPORT

PROJECT TITLE: "Development of an Inservice Model for Implementing New Methodology in the Social Studies Curriculum"

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APPENDIX E

Course Outline for:

"Inductive Teaching Techniques
for the
Junior & Senior High Teachers"

"Inductive Teaching Techniques for the Junior & Senior High Teachers"

Course Outline

GENERAL OVERVIEW

Session I.....Tape Introduction-theory
Awareness Experience (Concept Development)
Evaluation
Planning Session - Use video tape of day

Session II.....Planning - Team Tryouts
Discuss theory-various inputs and uses
Assignment: Look over various inputs used in Black Unit

Session III.....Material Input - look at original list and make changes based on impact of input.
Discussion of input-use video tape of day 5 (panel) and day 10 (Sgt. Cash)
Show impact-day 16

Session IV.....Theory
Awareness Experience (Cause & Effect)
Evaluation
Assignment of pair planning for tryouts and classroom - remind of tape - planning
(Have them setting up a discussion dealing with Cause and Effect.)

Session V.....Theory
Input of film "Phyllis and Terry"
Awareness Experience
(Similarities & Differences)
Video Tape of day 1 (similarities & differences) and day 2 after input.

Session VI.....Pair Planning
Tryouts

Session VII.....Participants will bring audio tapes
Evaluate inquiry in classroom
Evaluate course

Session I

A. Registration

B. Introduction of Participants by name, school and grade taught

C. Overview of Course

1. Purpose of course:

We want students to have more than a body of knowledge; we want him to be able to use it. How can we get the student to clarify his thinking, see relationships, apply his knowledge? Research indicates that students learn better by doing than by listening; therefore, we are going to try to present an approach in which the student discovers or inquires into the subject for himself. The participant is asked to go through a series of steps which are designed to get him to clarify his position.

2. Method of Instruction:

Frequently teachers complain and rightfully so, that different approaches to teaching are not concrete or explicit enough to be put to use. We would like to try to remedy this situation. In conducting the class we will be using an approach suggested by Hilda Taba in the TABA Inservice Education program. Our class will consist of conducting a situation just as you would in the classroom with you as the student. A "tryout" session will then be held in which you can tryout this approach on each other. We will also ask that you bring a tape*(to the last class meeting) in which you present one of the strategies in your own classroom.

D. Conduct the Awareness Experience

Focusing Question: What can you tell me about Black Culture?

Focusing Question: (Sociology) What are some needs that all men have?

Focusing Question: (Area Studies) What are some changes that took place in Asia due to increased communication with the West?

Focusing Question: (Western Civilization) What can you tell me about creativity?

E. Critique

Observers will become aware of the steps and process involved in the strategy.

1. Observers will report on what they saw and heard
2. Observers will use pages 2-3 in TABA manual of Concept Development

F. Rationale

Observers will identify each step used and the purpose of each step and become aware of type of thinking involved.

1. What were steps?
2. What was the purpose?
3. What thinking was involved? (recall, categorizing, analysis)

G. Video Tape

Observers will see how this strategy worked in the classroom.

H. Team Planning

Divide the class into 4 (6) groups and give each group one of the focusing questions not used. Explain the task. (Give them worksheets prepared after they have worked for a few minutes.)
Provide reading TABA pp. 23-28. Be sure each person in a group has a task.

I. Assignment

Come prepared to "tryout" the Concept Development strategy.

Session II

A. Allow a few minutes for groups to finalize their "tryout" strategy.

B. Have each team tryout their strategy on another team. Have rooms and blackboards available for use.

C. Have each team critique the other
(Use discussion analysis form P. 15 TABA manual)
After each pair has finished have them exchange critiques.

D. Identification of Inputs

After using this strategy students should have clarified their concept of the issue and the teacher should also have a good idea of their concept. A variety of inputs can be used to help them further define, expand and clarify their concept. (Input here means materials that will give further data.)

Ask the participants: What kinds of input could be used once the students have grouped and labeled?

List all the inputs that students think of. This could be done in a Concept Development strategy.

E. Have participants look at the various inputs used in the Black Studies unit. Ask students to critique the variety of inputs suggested.

Session III

A. Finish any discussion of inputs that had not been completed last session.

B. Provide input concerning Black Culture to members of the group. A selection from the Kerner Report might be used (Pp. 260-262) since it deals with unemployment and the family. A small-group discussion might also be considered as an input.

C. After having dealt with these ideas the group should return to its original list and classification. The following questions should be asked:

What do you want to add to our list?
What do you want to remove?
What changes in classification would you make?

Be sure to have participants justify each of their answers. Try to get several different responses in each case.

D. After going through the awareness experience ask the participants:

(To identify the input)
What is the purpose of the input?
Do you feel it accomplished its purpose?

E. Show participants various inputs used on video tape:

Day 5 (panel)
Day 10 (Sgt. Cash)
Day (discussion)
Day 16 (impact)

After viewing the tape ask participants:

What purposes did the various inputs fill?
Do you think it achieved the desired result?

F. If there is time a discussion might be held on the virtues and weaknesses of materials as content to be learned and materials as data to be used.

Session IV

A. Theory

We will deal with developing cause and effect relationships and generalizing about these relationships. We will use the same approach as in Session I, however, tryouts will not be held until Session VI.

B. Awareness Experience

1. Focusing Question: What are some of the problems Blacks face economically?

2. Focusing Question: What are some problems people encounter in communicating with each other?

3. Focusing Question: What are some problems caused by the matriarchial family in many Black homes?

4. Focusing Question: What kinds of pollution problems are facing the U.S. today?

C. Critique

Observers will become aware of the steps and process involved in the strategies.

Use page 2 in TABA manual (Interpretation of Data).

D. Rationale

Observers will identify each step and the purpose of each step and become aware of the type of thinking involved.

1. What were the steps?
2. What was the purpose?
3. What thinking was involved?

E. Have the participants break into groups and work on a focusing question in the planning stage of tryouts. This will be for planning only--these tryouts will not be held.

Session V

A. Use the film "Phyllis and Terry" as an input for the discussion of similarities and differences.

B. Conduct an awareness experience dealing with "Phyllis and Terry".

Focusing Question: What kind of behavior did you notice by the two girls in the movie?

Focusing Question: What can you tell me about political pessimism and political optimism?

Focusing Question: What did you notice about the behavior of the people you observed?

Focusing Question: What can you tell me about the climate in San Francisco and Los Angelos?

C. Critique

Observers will become aware of the steps and process involved in the strategies.

Use page 2 in TABA Manual (Interpretation of Data) with modification.

D. Rationale

Observers will identify each step and the purpose of each step and become aware of the type of thinking involved.

1. What were the steps?
2. What was the purpose?
3. What thinking was involved?

E. Have participants break into pairs and work on a focusing question in the planning stage of tryouts and classroom use.

F. Go over criteria for tape evaluation.

Session VI

A. Go over tape assignment and clarify any questions.

B. Assign people in pairs (by subject if possible) to work on planning for their tryouts and classroom work. They should use an example of cause/effect or similarities/differences. Allow 45 minutes for this part of the assignment.

C. Have people give their tryouts to each other. Allow about 45 minutes for this.

D. Allow remaining time for critiques by team members using criteria to be used in evaluating tapes.

Session VII

A. Evaluation of classroom strategies.
A discussion of what went well and what didn't should be held. Any questions that participants had should be brought up.

B. Evaluation of the Course

1. Method used
2. Materials
3. Tape
4. Presentation
5. Suggestions

DISCUSSION POSSIBILITIES WORKSHEET

Concept Development

Discussion Purpose

To check the participants concept of aspects of Black Culture.

Pre-Discussion Procedure

Behavioral Objective	(Step 1) Possible Responses	Follow-through
The participants will list those things they have noticed about Black Culture	.Many homes just have a mother .Fathers frequently have backseat role .Many families are poor .Many families live together in one area (ghetto) .There is a slang language .Some are very militant .Extened families frequent .Many live in poor houses .Many on welfare .Many are hungry .Like blues, jazz, soul music .Many don't have good jobs .Like watermelon and chicken .They have different churches	.Make sure categories are broken down:(Can you explain what you mean? -- Can you give an example? Could you be more specific?) .Get a variety of responses: (Can someone think of something different?) .If statement is too long: (How shall I record that?)
Focusing Question		
What can you tell me about Black Culture? (What have you noticed that is characteristic of Black Culture?")		

Behavioral Objectives	(Steps 1-3) Possible Responses		Follow-through
Participants will group items and state reasons for their groupings	homes with only mother father backseat extended family like blues, jazz, soul like watermelon & chicken slang language different churches militant	families are poor poor houses welfare hungry poor jobs ghetto	.Several possible groupings should be explored: (Does someone else see other ways they might be grouped?) .To show their reasoning and for clarification be sure participants express reasoning: (Why do those go together? What were you thinking of when you put those together?)
Focusing Questions			
What items listed can be grouped together? Why do you think they go together?			

Behavioral Objective	(Step 4) Possible Responses		Follow-through
Participants will label the groups they have formed.	family culture politics	economics	.Encourage many different labeling: (What are some other names we might think of for this group?) .If inappropriate name is given: (How do the rest of you feel about this label?)
Focusing Question			
What names could be given to these groups?			

DISCUSSION POSSIBILITIES WORKSHEET

Concept Development

Discussion Purpose

To check the participants concepts of needs men have.

Pre-Discussion Procedure

Behavioral Objective	(Step 1) Possible Responses	Follow-through
The participants will list the needs men have.	.breathing .food .clothing .shelter .water .companionship .sex .elimination of wastes .healthy body .security .self-esteem .love	.Make sure categories are broken down: (Can you explain what you mean? Can you give an example? Could you be more specific?) .Get a variety of responses: (Can anyone think of something different?) .Use short statements: (How shall I record that?)
Focusing Question		
What are some needs that all men have?		

Behavioral Objectives	(Steps 1-3) Possible Responses		Follow-through
Participants will group items and state reasons for their groupings	.breathing .food .clothing .shelter .water .sex .elimination of wastes .healthy body *security	.companionship *security .self-esteem .love	.Several possible groupings should be explored: (Does anyone else see other ways they ought to be grouped?) .Be sure participant expresses reasoning: (Why do those go together? What were you thinking of when you put those together?)
Focusing Questions			
What items listed can be grouped together? Why do you think they go together?			

Behavioral Objective	(Step 4) Possible Responses		Follow-through
Participants will label the groups they formed.	physical	psychological	.Encourage many different labelings: (What are some other names we might think of for this group? Why might we call it that?) .Give reasons for labeling
Focusing Question			
What names could be given to these groups?			

DISCUSSION POSSIBILITIES WORKSHEET

Cause and Effect

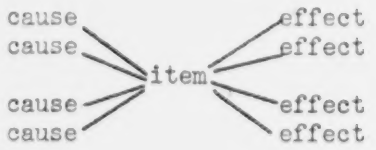
Discussion Purpose

For participants to form generalizations based on the cause & effect relationships they have seen in a body of data.

Pre-Discussion Procedure

Participants will generalize about the causes and effects of the economic situation faced by most blacks.

Behavioral Objective	(Step 1) Possible Responses	Follow-through
Participants will enumerate items found in the data	.Unemployment *Underemployment .high prices .poor transportation .job discrimination in hiring .lack of skills .lack of knowledge in how to get a job **high credit usage .desire for material things .short term economic goals--no saving	.Be sure all items to be used in the next step are listed here. .Make notes to ask questions that will elicit items desired. .If your input is related enough to your purpose you should get good response /Remember to seek clarification, extension, and variety.
Focusing Question		
What are some of the economic problems faced by Blacks?		

Behavioral Objective	(Step 2) Possible Responses	Follow-through
Participants will make inferences about causes and effects of particular economic problems Focusing Question What are some of the causes for this economic problem? What are some of the effects?	*Causes .lack of skill for high paying job .discrimination in hiring .lack of initiative **Causes .cash is not available .pressure from advertising to buy .easily obtainable *Effects .many families live in poverty .both parents have to work .many families need more money **Effects .families are frequently in debt .interest rates are high .Blacks pay more for goods than Whites	.Select items to explore for cause/effect relationships on basis of responses you might get to show a variety of things. .Recording might be done like this: 

Behavioral Objective	(Step 3) Possible Responses	Follow-through
Participants will state reasons that led them to make inferences they have made. Focusing Question Why do you say that?	*Reasons for inferences of Cause .few blacks have been trained .many employers won't hire .some people are lazy **Reason for inference of Cause .jobs are poor .advertising is strong .merchants encourage it *Reason for inferences of Effect .blacks live in poor section of town .many black women work .many families are on relief **Reason for inference of Effect .they owe money .rates are higher in slums .interest charges added	. Alternate questions might be: (What makes you say that? What evidence is there to indicate this is so?) .Focus on reason the person made for the inference not the reason the reason for cause & effect.

Behavioral Objective	(Step 4) Possible Responses	Follow-through
Participants will state a one or two sentence generalization about causes & effects	.Underemployment results from unskilled jobs which give low pay and frequently means that families will be poor.	.Elicit conclusions and then ask for general statement. .Ask participants to jot down general statement. .Ask for and accept as many generalizations as possible that are related to the discussion.
Focusing Question	. Widespread use of credit by Blacks usually means that they will have to pay more for their goods.	
What general statement could you make concerning causes and effects of Black economics problems?		

DISCUSSION POSSIBILITIES WORKSHEET

Interpretation of Data

Discussion Purpose

To allow individuals to compare and contrast behavior between white and black children.

Pre-Discussion Procedure

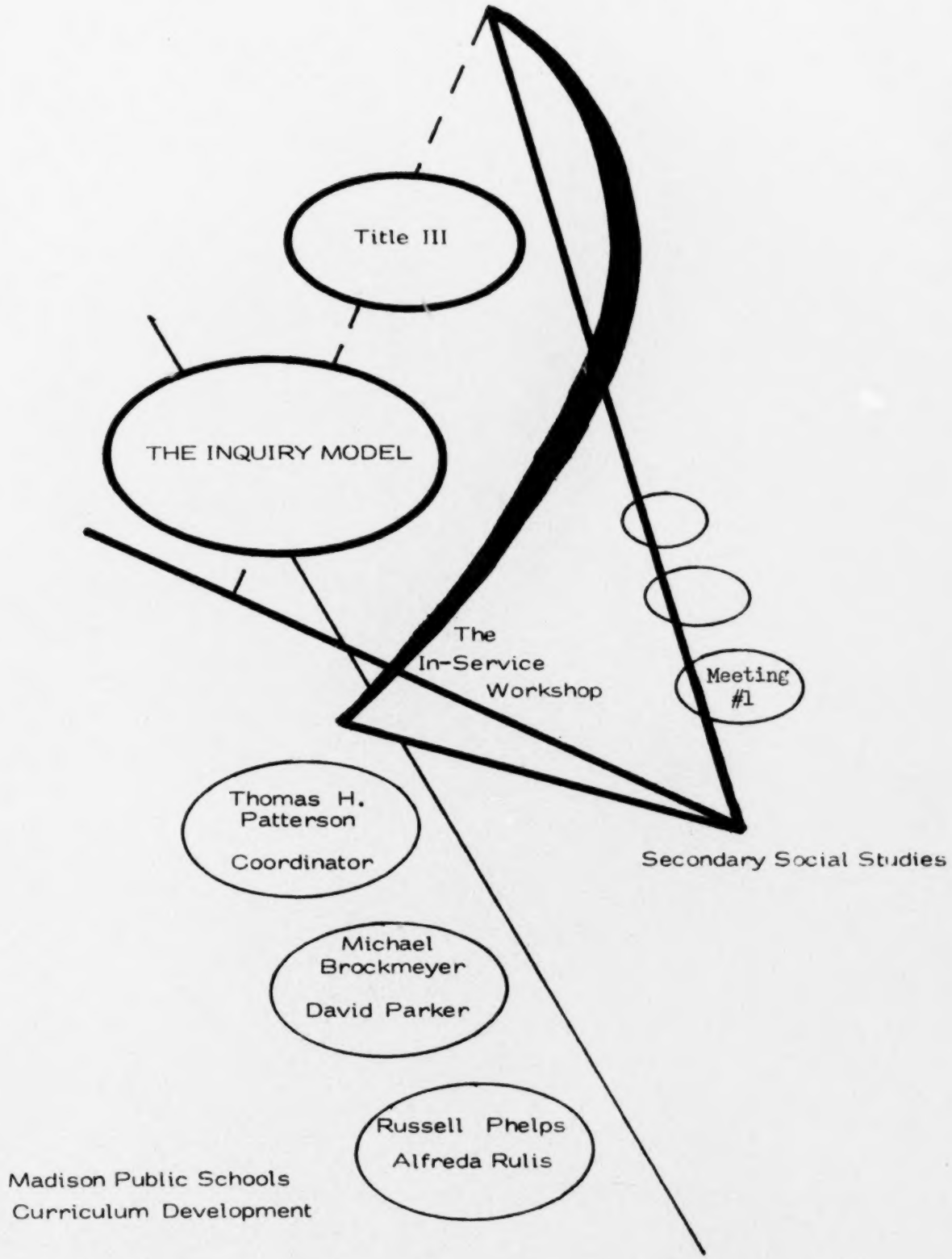
Behavioral Objective	(Step 1) Possible Responses	Follow-through
Participants will enumerate items from the film "Phyllis and Terry".	.they giggled a lot .they shared secrets .they hit their brother .they flirted with boys .they used slang .they ran and jumped .they challenged boys and won .they reacted to things in a physical way	.As before, be sure to ask for clarification. .Accept all possible answers and seek a wide variety
Focusing Question		
What kind of behavior did you notice by the two girls in the movie?		

Behavioral Objective	Steps -) Possible Responses		Follow-through
Participants will state similarities and differences they see in data.	Differences *used slang challenged boys & won reacted to things physically	Similarities giggled a lot shared secrets hit brother flirted with boys *used slang ran and jumped	.ask for differences first since contrasts are usually easier to spot than the more subtle similarities. .If they are complex they might be categorized and put in a chart. .Ask for a variety of answers: "Can someone see another similarity?"
Focusing Questions What differences do you see between their behavior and behavior of white 8th graders? What similarities?			

Behavioral Objective	(Step 3) Possible Responses		Follow-through
Participants will make inferences about similarities and differences.	differences black girls tend to be more aggressive groups may use different slang words	similarities both are interested in boys both like to have close friends both like to act as if they were grown up	.if they are complex you might wish to categorize the list and look at them a category at a time.
Focusing Question What do you think is important about these differences? similarities?			

Behavioral Objectives	(Steps 4) Possible Responses	Follow-through
Participants should be able to explain these inferences. Focusing Questions Why do you think that is so?	Reasons for Differences: They may have to be more aggressive because their world is harder to live in. They may have a different language because they have different experiences. Reasons for Similarities: All young people that age are interested in the opposite sex All young people want to feel they belong. Young people want to be grown up.	.Be sure to have participants clarify their reasons. .After clarification ask for a summary statement about similarities and about differences.

Behavioral Objective	(Step 5) Possible Responses	Follow-through
Participants will state a generalization based on their inferences about sim. & diff. (between black & white 8th graders) Focusing Question From the inferences we have been making about black & white 8th gr. what general statement can you make?	Black and White 8th grade girls are similar in many ways and their differences seem to stem from living in different backgrounds!	.Ask participants to write out a sentence or two that generalizes about similarities and differences.


Title III
THE INQUIRY MODEL
The
In-Service
Workshop
Meeting
#1
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A SCHEDULE OF ACTIVITIES FOR THE WORKSHOP

Meeting #1: Introduction
Discussion of workshop objectives
Pre-Evaluation: Geography and Sociology

Meeting #2: Planning--American History, American Studies, and Political Science

Meeting #3: Implementation--Black Culture

Meeting #4: Evaluation and Modification--Western Civilization, Area Studies, Economics, and Social Psychology

Meeting #5: The Inquiry Model

RATIONALE:

It has been often stated and is indeed an accepted standard, that change is the substance of our time. It is, therefore, imperative that the educational process be re-examined to meet this pace. Assuming this, teachers must examine their own techniques, attitudes, and materials to find strengths and weaknesses, and adjust accordingly. After evaluating the techniques, attitudes and materials, teachers should be made aware of the options available in a changing curriculum. The workshop is intended to facilitate this.

It is hoped that a number of very practical concerns will be dealt with in the workshop. Hopefully, teachers will exchange insights, problems, and concerns they have had, and in this way, share and learn about new techniques, attitudes and materials. All of this would be aimed at improving planning, implementation, evaluation and modification.

A variety of techniques and materials will be introduced to achieve our ultimate goal: improved student learning and skill development. In addition, this workshop should increase student as well as teacher involvement in the educational process.

OBJECTIVES FOR WORKSHOP:

1. Participants will evaluate their present classroom practices in terms of planning, techniques, materials employed, student evaluation, and activity evaluation.

2. Participants will recognize and indicate to the group, successes and failures that they have experienced in terms of planning, techniques, materials employed, student evaluation, and activity evaluation.

3. Participants will demonstrate increased skill in the practices indicated in Objective #1.

4. Participants will alter perception of their role as classroom teachers.

5. Participants will critically analyze several teaching plans, strategies, and evaluations devised for this workshop.

6. Participants will delineate an inquiry model for use in their own classrooms.

7. Participants will provide feedback useful for improving the program through a critical evaluation of the workshop.

OBJECTIVES OF WORKSHOP*:

1. Participants will positively alter their role as classroom teachers.

2. Participants will become "change-agents" and thereby improve the educational program of their particular school.

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*These objectives are desirable but we will be unable to effectively measure for successes.

TEACHER IN-SERVICE
WORKSHOP

PRE-EVALUATION: GEOGRAPHY

RATIONALE:

This particular unit was developed as a specific example of one way to implement the inquiry model. The goal is not to establish the procedures contained as "the" techniques, but to provide the participant with something very tangible to discuss, evaluate, and modify.

PRE-EVALUATION: WHAT AND WHY

One important but infrequently used technique for curriculum design is pre-evaluation. Certainly any device for demonstrating what knowledge and/or attitudes students bring to a unit would be invaluable in planning that unit. There are several specific uses for a pre-evaluative device. These would include:

1. It may indicate what the class does know and therefore what could be skipped over lightly or ignored completely in a given unit.

2. It may show the range of knowledge within the class and therefore would point to the need (or lack of it) to offer a diverse number of experience types within the unit.

3. It may indicate what the class does not know or knows so imperfectly that special emphasis is warranted.

4. It may be useful as a motivational device for some students and a method of showing the class as a whole that they have really mastered a certain body of knowledge and/or a certain skill when the unit is completed.

5. It may indicate which students, if any, might be employed as resources or tutors for less knowledgeable classmates.

6. It may serve as a periodic check to see how close your expectations of student knowledge brought to a topic is to the actual knowledge that they bring.

The following is a short pre-evaluative device to be used for a lesson in seventh grade geography. The general unit deals with micro climates and their impact on and implications for man. This particular device deals with checking background knowledge concerning air inversions and relating this to air pollution.

PRE-EVALUATION

Answer as best you can. You need not use complete sentences.

I. Define the following as best you can.

A. Air pollution-

B. Temperature inversion (air inversion) -

C. Ozone-

II. Check each correct answer for the following. Some questions have more than one correct answer.

A. Which of the following are not major causes of air pollution?

___Frequent precipitation

___Frequent movement of storms through the area

___Cool air above setting warm air

___Frequent sea breezes

___Coastal winds running parallel to the shore

___Frequent heavy fogs

___Large numbers of hydro carbons in the atmosphere

B. Below is a list of common environmental problems which confront man. Check those which are frequently caused by air pollution.

___Poisonous gasses in the atmosphere

___Rapid destruction of wild-life in the area

___Rapid deterioration of house paint and auto finishes

___Below average rainfall over several months

___Increased need for air conditioning

___Warmer temperature averages in the summer

III. On the screen is a map of a fictitious region. You are an executive of a steel manufacturing firm and have been charged with the responsibility of locating a new steel mill. After considerable study you have reduced your potential sites to cities "A" or "B" on the map. Both cities have excellent resource, labor, transport, and other facilities for a steel mill. Tax, educational, and cultural aspects of these communities are about equal. The only <u>major</u> consideration left to you is <u>climate</u>. In which city would you build the mill? Justify your answer from your climatic knowledge and data on the map.

TEACHER IN-SERVICE
WORKSHOP

PRE-EVALUATION: SOCIOLOGY

RATIONALE:

This particular unit was developed as a specific example of one way to implement the inquiry model. The goal is not to establish the procedures contained as "the" techniques, but to provide the participant with something very tangible to discuss, evaluate, and modify.

SOCIOLOGY TEACHING EPISODE:
Role Conflict and Psycho-social Needs

Planning: There are a number of questions that should be answered as we formulate objectives. These include:

1. What subject knowledge do the students bring to the class?
2. To what extent are the students able to understand and use the concepts of role conflict and psycho-social needs?
3. What skills are needed and/or have to be taught for the student to achieve formulated objectives?
4. How will the teacher measure the progress of the student in attaining the objectives and understanding the concepts?

Behavioral Objectives:

1. The students will be able to discriminate on a pencil and paper quiz, different forms of behavior used to satisfy the same psycho-social and/or biological needs.
2. After looking at the data the student will be able to compile a list of needs common to all men, including ideas expressed in the text and his own conclusions.
3. The student will be able to define role conflict and describe at least two of its social consequences.
4. The student will be able to describe his/her own self in terms of psycho-social needs and role conflict.

Strategy:

The time spent, the materials used, and to some degree, the approach to this particular unit should be an outcome of the first episode. During the first few days, the students will carry out a number of activities that will allow the teacher to choose between options. These options include going in the direction of a greater study of anthropological materials, spending more time developing skills using a variety of materials, or making the emphasis shift to a study of the individual student. These options will reflect student interest and motivation as well as skills and abilities to relate disparate materials to themselves.

One obvious way to measure outcomes is to have each student carry out the behaviors listed in the previously stated objectives. The degree of success will vary between students. This is quite acceptable. Objective #4 could be the measure of success in the others. To accomplish this, they must have acquired the rudiments of the other goals. This self-analysis could be employed as often as needed depending upon the student's ability and understanding.

Student Activities:

The first day would be spent using the selection from Four Ways of Being Human by Gene Lisitzky (copy attached). The length of time used will depend upon the reading level of the class. Each member of the class will then be asked to write an explanation of why they think the Semang behave the way they do. The task could be assigned this way:

1. List behavior patterns that you find in the reading.
2. In your words give reasons for this kind of behavior.
3. What kinds of needs are they trying to fulfill that could be found in all men?
4. What social conditions exist that could help you explain the author's statement about the relative happiness of these people?

These questions measure an understanding of needs. The last question sets the stage for measuring role conflict. As individual students finish writing, they are encouraged to form small groups and compare some of their responses. Through observation the teacher can measure student understanding through "group response" to the assignment. Each group is asked to hand in an outline of what they have discussed. No particular student should feel pressured by time; some student might work the entire hour on the written assignment.

The second and third days will be spent in teacher and student directed discussions on the question of what human needs are basic to all men. The students will have read Chapter 7 in Modern Sociology by this time and the teacher should encourage them to critically examine man's psycho-social needs listed in the text. The time spent on this activity will vary according to the length of the student lists created the first day. At some opportune time in the discussion, the teacher should bring out the concept of role and its relationship to the satisfaction of psycho-social needs. A good illustration could be taken again from Four Ways of Being Human, the role of the eskimo wife.

The following class period a case study would again be used to illustrate the concept of role conflict. The students could be given a copy of "A Persian Courtship" by Anne Mehdevi. The students are divided into small groups to answer a number of questions. These are:

1. Was the ending happy or not?
2. Why do you think Sari suffered so much mental anguish at some points in the story, even though it sounded like she lived a rather comfortable existence?
3. Are there any situations in the United States where we create this same kind of frustration?

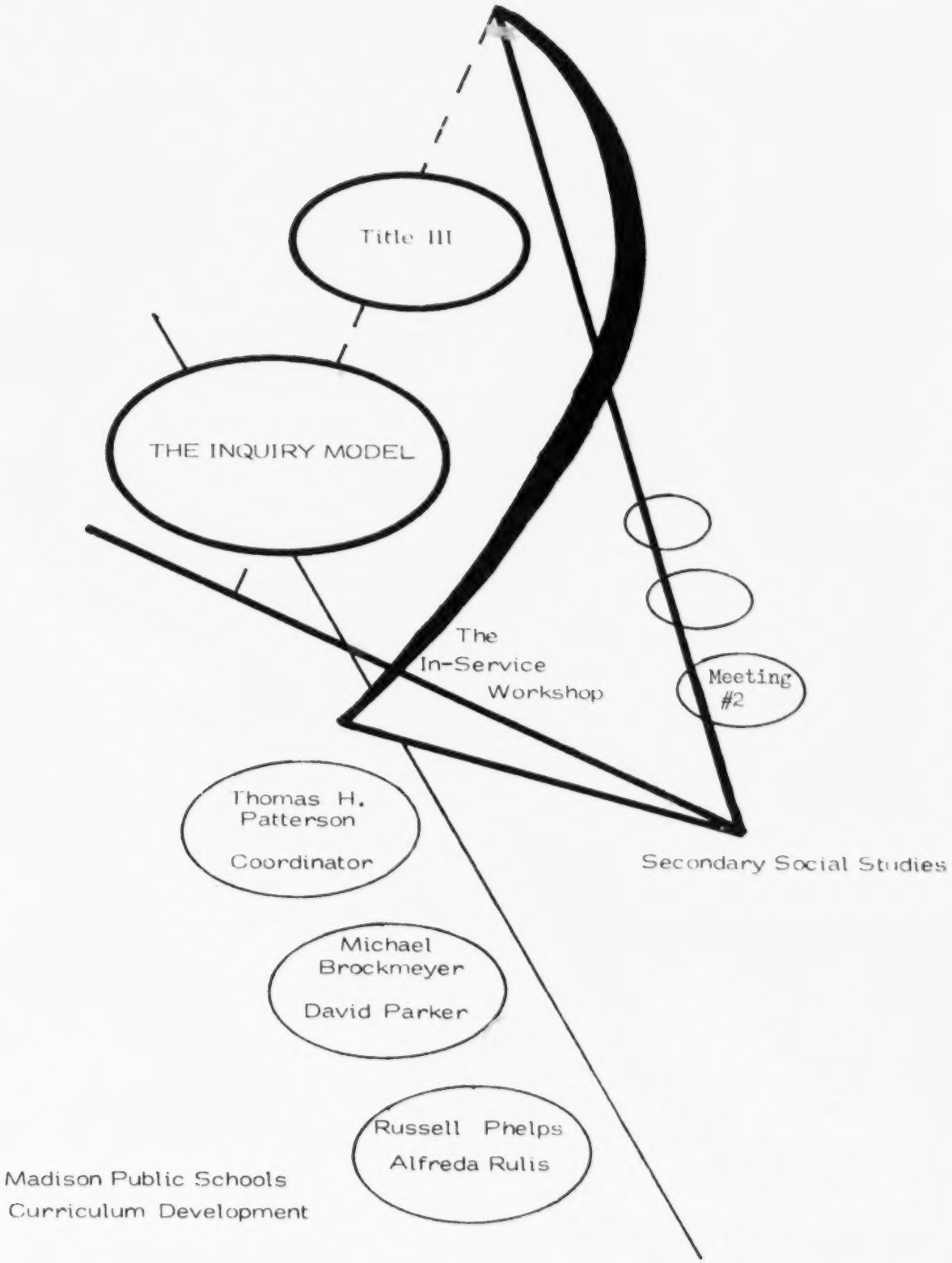
After spending most of the period discussing these questions, the students are directed to look back at the chapter they have read and decide which concept they have discussed. As students indicate they have the correct answer, the teacher will check with them individually. As the students finish they are instructed to begin the assignment for the next day, describe at least four behaviors they (the students) carry out frequently in order to satsify the listed psycho-social needs and describe the degree of role conflict they have experienced.

The next day's activities allow time for evaluation of student performance and further planning. The teacher has time to look over the self-descriptions and pull together the loose ends in the unit. Some students are asked to play certain roles and the rest of the class evaluate the role player's response to the situation. If the students understand the concepts, the idea of psycho-social needs and role conflict should frequently appear during the discussion.

The teacher may now look at the data. If the student could carry out the self-description with some ease, they may proceed to examine the implications of the two concepts. If the self-descriptions are inadequate, it seems logical to take one of the three options mentioned above. The chosen option will depend upon some of the other measurements at the teacher's disposal, e.g., the small group discussions, the speed in which students did the assignment, the response given by the students to the material. It is recognized that the latter measurement is intuitive, but still very valuable.

For reproduction purposes 3 articles have been omitted. They can be located in The Four Ways of Being Human by Gene Lisitzky. (Viking Press, New York, 1966), pp. 54-60.

For reproduction purposes an article, "A Persian Courtship", by Anne Sinclair Mehdevi has been omitted.


Title III
THE INQUIRY MODEL
The
In-Service
Workshop
Meeting
#2
Thomas H.
Patterson
Coordinator
Secondary Social Studies
Michael
Brockmeyer
David Parker
Russell Phelps
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Madison Public Schools
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TEACHER IN-SERVICE
WORKSHOP

PLANNING: AMERICAN HISTORY

RATIONALE:

This particular unit was developed as a specific example of one way to implement the inquiry model. The goal is not to establish the procedures contained as "the" techniques, but to provide the participant with something very tangible to discuss, evaluate and modify.

INTRODUCTION:

A successful unit should be well planned so that all the parts of the unit coordinate. The pre-test, the objectives, the activities, and the evaluation must be carefully planned so that the students will be able to fulfill the established goals. The following unit on pre-Civil War American History for the eighth grade will serve to illustrate some steps in planning.

The first and most important thing to be done is to determine the material and skills to be learned in the unit. The importance of this cannot be underestimated since the unit will grow naturally from the goals we set for ourselves. We can begin by asking a few questions:

1. What cognitive skills should our students develop?
2. What attitudes and values should be considered in dealing with the unit?
3. What body of knowledge and generalizations should we consider?
4. What data, concepts, general skills, and attitudes will the students need to handle the activities of the unit?

PRE-TESTING:

In this unit, the pre-test may take a variety of forms; multiple choice, identifications, or an oral test. An oral discussion might be used to determine subject knowledge, skills, and attitudes. Some topics that might be considered include differences in slave and free labor, in agriculture and industry, and in federal and states rights. Evaluation of students skills might also be based on previous performance in earlier units.

ESTABLISHING OBJECTIVES:

After sufficiently evaluating the students ability, the next step is to identify the specific objectives for the unit and for each lesson. Unit objectives might include:

1. Students should gain skill in interpreting and analyzing data.
2. Student should gain skill in group discussion and interaction.
3. Students should understand the differences in political institutions and ideologies often lead to conflicts among and within societies.
4. Students should understand that when an issue becomes polarized compromise becomes difficult and often breaks down.

Specific daily lesson objectives will follow from these unit goals, and of course the activities will be a direct result of the objectives. As an illustration, one learning episode will be used; this episode may take more than one day, but it is designed to reach a specific set of goals.

OBJECTIVES:

1. Students will gain skill in interpreting and analyzing data.
2. Students will gain skill in working with groups.
3. Students will compare the ideology of slavery with the ideology of free labor.
4. Students will list the compromises attempted by the United States before the Civil War and account for failure to achieve lasting compromise.
5. Students will write a generalization concerning the relationship that exists between ideological conflict and compromise.

PLANNING ACTIVITIES:

The activities planned should follow closely the objectives that have been established. The following are some suggestions for activities that could be used to fulfill these objectives:

1. Two or three students should be chosen ahead of time to present a speech to the class. The students will read speeches given by significant individuals before the Civil War.

   Examples would be:

   John Brown's "Last Speech" in Documents of American History by Henry Steele Commager.

   John Calhoune's speech on the "Importance of Domestic Slavery" in Slavery Defended by Erick McKitrick.

   Abraham Lincoln's speech on "A House Divided" in The Causes of the American Civil War by E.C. Rowene.

   "Northern Women Petition Congress" in Slavery Attacked by John Thomas.

   The speeches should be practiced beforehand and then delivered to the rest of the class. Copies of the speeches should be distributed after the presentations. The class should be divided into small groups and the students should identify the points of disagreement. After small group discussion the class will establish a list of differences in ideologies.

2. For the next day, students will be assigned to play the role of a Southerner or Northerner in attempting to reach compromise. To get them into their role, each side should read or listen to some literature concerning the issue.

   Examples would be:

   A cutting from or taped reading of "The Southern Defense of the Agrarian Ideal" by Frank L. Owsley in Causes of the American Civil War.

   "Mud-Sill Speech" by James H. Hammond in Slavery Defended.

   "The Hireling and the Slave" by William Grayson in Slavery Defended.

   "New England Abolitionists Enlist the Conscious Whigs" in Slavery Attacked.

   "The Slave Ships" by John Greenleaf Whittier in Slavery Attacked.

   After doing the reading or listening to the tape, the students should go back into small groups and try to find points of compromise that can be found between the two. This time remind them that both sides are strong in their beliefs and they are competing for ideologies in the new states entering the Union. After a short time, the class should come back as a group and explain results. Each group should indicate points of agreement and disagreement. The class will then discuss issues: Why was it difficult to compromise? What does this indicate about compromise?

3. The class should next compare the points of compromise they have developed with the actual events. Special attention should be given to the question of why it was difficult to compromise. A summary statement or generalization should be arrived at concerning attempts to compromise over differences in ideologies. This could be a prelude to further discussion of the power struggle between the North and South.

These activities are designed to fulfill the objectives stated. By listening to the speeches and reading the texts, students should gain added skill in interpreting and analyzing data. In small group activities they should be able to gain skill in group discussion and interpretation. This last skill in particular is hard to measure objectively and may be left to a more subjective level of evaluation such as observation by the teacher. The speeches and the document and text reading will aid students in listing the compromises attempted and accounting for the failure of compromise. The most difficult objective is the last one dealing with the establishment of a generalization concerning compromise. This objective should be fulfilled by the class discussion and the summary statement established in that discussion.

EVALUATION:

To evaluate this exercise each student is given a copy of two essays or speeches of which they had not seen. The students would then be asked to identify the differences in ideologies indicated by the speaker and how those differences would make it difficult to reach an agreement. This would give an accurate evaluation of Objectives #1, 3, 5. If the teacher wanted to measure these same objectives on a more abstract scale, a totally different topic could be used such as the Vietnam War, and the teacher could easily see how much carry-over there was in terms of skill development, i.e.,

interpreting data, and identifying differences in ideologies. In all cases, the evaluation should be planned carefully in advance so that the evaluation actually tests for the goals which have been established.

LOCATING MATERIALS:

A final matter for consideration and one that cannot be overlooked is the question of materials. As in all the other aspects of the lesson, it is important to plan what materials are going to be used so that the goals may be achieved. Materials, of course, depend on a number of things; time for preparation, available materials, and appropriate reading levels. In all cases, reading ability should be considered when using these materials; if it is necessary, excerpts or paraphrasing might be needed to help explain the ideas. Another suggestion would be assign various readings at different levels.

TEACHER IN-SERVICE
WORKSHOP

PLANNING: AMERICAN STUDIES

RATIONALE:

This particular unit was developed as a specific example of one way to implement the inquiry model. The goal is not to establish the procedures contained as "the" techniques, but to provide the participant with something very tangible to discuss, evaluate and modify.

INTRODUCTION:

This unit is used to illustrate ecology in the twentieth century. It might be appropriate for use in the eleventh grade U.S. History. As in the previous unit, objectives, activities, evaluation, and materials should be correlated so that the desired goals will be reached.

Again we look at the questions asked before:

1. What cognitive skills should our students develop?
2. What are the attitudes that should be considered in dealing with this unit?
3. What body of knowledge and generalizations do we want to consider?
4. What data, concepts, generalizations, skills, and attitudes will the students need to handle the activities of this unit?

PRE-TESTING:

In structuring the unit, the position of the learner needs to be taken into account by pre-testing them on their knowledge and attitudes. In this particular test, a brief survey might be of importance both in determining attitudes and information students know. The following examples might be helpful:

1. (T/F) As certain resources are used up, others are found to replace them.
2. (T/F) All man's needs and desires can be solved with technology.
3. (T/F) Most pollution problems can be reversed in a short time if we work on them.

Questions such as these will indicate values and attitudes as well as knowledge of the subject.

PLANNING OBJECTIVES:

Once the unit objectives have been established, activities, materials and specific behavioral objectives need to be established to teach these goals.

Specific lesson objectives are:

1. Students will give examples of damage man has inflicted upon the ecology of nature.
2. Students will explain cause and effect relationship between changes in our environment and technology in the twentieth century.
3. Students will be able to list some problems that technology brings as a result of its benefits.
4. Students will analyze conflicting data, take a position and defend this position with data and identified value judgements.

PLANNING ACTIVITIES:

Growing out of the objectives are the specific activities to carry out these objectives. A series of hearings patterned on Senate Sub-Committee hearing are held on whether to continue the use of DDT in Wisconsin. Certain class members are assigned roles as committee chairman and members. Other people in the class are witnesses and "appear" before the committee on certain aspects of the problem. Some examples of witnesses are scientists, ecologists, agricultural experts, health officials, farmers, representatives of the chemical companies, and wildlife experts. Members of the class may locate data in newspapers, magazines, pamphlets, and books. Various positions are presented as to whether or not the virtues of using DDT outweigh the negative consequences. The hearings are prepared for and presented over a period of a few days. During the discussions and examinations of witnesses, the objectives concerning damage, environmental change due to technology, and problems of technology are discussed. At the end of

the hearings, the committees weigh the evidence and make a decision, present a statement and justify their decision. This should reach Objective #4 concerning skills. This decision must reflect careful consideration of the evidence and recognition of the value judgements involved.

EVALUATION:

Evaluation is based on the students ability to present his case. A more formal evaluation might be to ask each student to pick one aspect of ecology and show how technology has changed this in the last twenty years. Again this ties in with the stated objectives and is an attempt to find out how well the students fulfill these objectives.

MATERIALS:

Materials to be used in the sub-committee hearings can be gathered from several sources. Students should gather data independently. The teacher should indicate several recent sources and help students locate material. Past copies of news magazines might be helpful in finding information.

TEACHER IN-SERVICE
WORKSHOP

PLANNING: POLITICAL SCIENCE

RATIONALE:

This particular unit was developed as a specific example of one way to implement the inquiry model. The goal is not to establish the procedures contained as "the" techniques, but to provide the participant with something very tangible to discuss, evaluate and modify.

PART I:

In order to understand any concept, one needs knowledge of the assumptions on which it is based. In the first two lessons, you will consider some basic assumptions concerning the nature and quality of man. These assumptions underlie any governmental system because what you think of man determines how you would have him governed. What do you think is the nature of man?

LESSON I

Before doing any of the readings or other assignments, state your own opinions in the following form. In front of each number put a 1, 2, 3, or 4 depending on strength of agreement or disagreement. When you have finished, total the number of 1's, 2's, 3's, or 4's and put these totals at the bottom. No one will see this but you, so be as honest as you can be with your self.

strong disagreement	disagreement	agreement	strong agreement

___ 1. The government should "control" news involving our foreign affairs in order to limit information available to our enemies.

___ 2. Anyone caught on the streets during a riot after being ordered to remain indoors should be subject to imprisonment.

___ 3. In order to maintain order and discipline in our schools, students should be required to adhere to a strict dress code.

___ 4. In order to cut down on theft and shoplifting, stores should be able to search all parcels as shoppers leave the store.

___ 5. All data concerning a person's tax records, police records, social security and insurance records along with any other data concerning him should be filed in a central computer bank in Washington D. C. for resonable government access.

___ 6. Fear of being caught is the basic reason that most people obey the law.

___ 7. Since people are not to be trusted, the sale of firearms to the public should be prohibited with few exceptions.

___ 8. Loyalty to the American nation as represented by the American government should be the most important responsibility of our citizens.

___ 9. Students who are disruptive in class and who are discipline problems should be removed from school and made to work during school hours.

___ 10. In general, our punishments for crimes are too lenient and often do nothing more than coddle criminals.

___ 11. The government has the right to control business and labor unions to prevent practices felt detrimental to our national interests and the public good.

___ 12. People should not be allowed to publicly preach a doctrine attacking our government or its leaders.

___ 13. The best solution to our crime problems is to give the police wider powers and better control equipment.

___ 14. In general, human beings have a greater capacity for commiting evil acts than good acts.

___ 15. America is at the present time corrupt and needs strong political leadership to reestablish responsibility and virtue.

1 2 3 4

The most significant questions are #6, 7, 10, and 14. They reflect basic values on which the others can be based.

This value quiz should indicate your personal attitudes concerning individual freedom vs. individual control. Consistency in the fourth column would indicate an authoritarian code of values and a pessimistic outlook concerning human beings. Consistency in the first column would point up optimism and learning toward anarchy on your part.

In this lesson, we will explore the optimism vs. pessimism conflict concerning human nature and the types of governments acceptable to an optomist or a pessimist. The objectives that you are to master are as follows:

1. Identify basic assumptions of a political optimist and a political pessimist.
2. Identify forms of government which would grow out of an optimistic and a pessimistic attitude toward human nature.
3. Identify weaknesses and strengths of the optimistic and pessimistic postions concerning man and the form of government best suited to him.
4. Take a personal position in these conflicting attitudes and justify your own postion with logical arguments.

Read the following statement concerning the nature of man and related politcial theory. When you have completed the reading, fill out the written lesson form to be graded and return it. For the purposes of understanding the remainder of the course, reconsider the objectives above. Have you masted these? Be certain!

THE PESSIMIST

The philosophers of political pessimism have always considered themselves the "realists" in human affairs. They would say that optimists suffer from illusions and chase utopian dreams rather then face the facts of life. Pessimists tend to look to the past and are overawed by what they see. The statements below are taken from the writings of three such men. Weigh their arguments carefully.

Niccolo Machiavelli

Machiavelli is sometimes thought of as the first modern pessimist. Machiavelli studied political power and considered power itself the goal of political activity. Before him power was a means to a goal such as equality or following God's plan. Machiavelli treated power as the end and considered the techniques of getting and maintaining power as the means to that end. The following are segments from The Prince (1513) in which Machiavelli outlines a political theory and discovers human nature. The title, "prince," refers to any ruler or would-be ruler of a society.

> "... it may be said of you in general that they are ungreatful, voluble, dissemble, anxious to avoid danger, and covetous of gain; as long as you benefit them, they are entirely yours; they offer you their blood, their goods, their life, and their children, as I have before said, when the necessity is remote; but when it approaches, they revolt. And the prince who has relied solely on their word, without making other preparations, is ruined...."

> "... men love at their own free will, but fear at the will of the prince,.. a wise prince must rely on what is in his power and not on what is in the power of others.

"You must know, then, that there are two methods of fighting, the one by law and the other by force: the first method is that of men, the second of beasts; but as the first method is often insufficient, one must have recourse to the second...."

"... a prudent ruler ought not to keep faith when by so doing it would be against his interest, and when the reasons which made him bind himself no longer exist. If men were all good, then precept would not be a good one; but as they are bad and would not observe their faith with you, so you are not bound to keep faith with them.

Thomas Hobbes

Thomas Hobbes was nearly a contemporary of Machiavelli. Like Machiavelli, he lived in a time of social stress and uncertainty. He also looked at man and found him a vile creature. Hobbes' political system would reflect his basic tennants concerning man. The exerpts below are taken from Leviathan.

"Nature has made men so equal in the faculties of the body and mind, as that though there be found one man sometimes manifestly stronger in body, or of a quicker mind than another, yet when all is reckoned together, the difference between man and man is not so considerable, as that one man can thereupon claim to himself any benefit to which another may not pretend as well as he. For as in the strength of body, the weakest has strength enough to kill the strongest, either by secret machination, or by confederacy with others that are in the same danger with himself."

"... in the nature of man, we find three principal causes of quarrel. First competition; secondly, diffidence; thirdly, glory...."

"... in such condition, there is ... continual fear, and danger of violent death; and the life of man (is) solitary, poor, nasty, brutish, and short."

"... when taking a journey, (man) arms himself, and seeks to go well accompanied; when going to sleep, he locks his doors .... Does he not there as much accuse mankind by his actions as I do by my words?"

" To this war of every man against every man, this also is consequent: that nothing can be unjust. The notion of right and wrong, justice and injustice have no place .... Force and fraud are in war the two cardinal virtues. Justice and injustice are none of the faculties, neither of the body nor mind."

" The passions that incline men to peace are fear of death, desire of (good living standards) and a hope by their industry to obtain them."

Edmund Burke (English 1729 - 1797)

Umlike Machiavelli and Hobbes, Edmund Burke adopts a warmth in his pessimistic writings. Burke's work , not as clinical as the others, has greater appeal because he cloaks his negative attitudes towards human nature with poetic appeals for justice, decency, and right conduct. The following are from his Reflections on the Revolution in France (1790) in which he attacked the French Revolution for its violence and ruthless demands for change. Burke felt that historical expericce was a much better guide for conduct than innovation or radical change.

"... a spirit of innovation is generally the result of a selfish temper and confined views. People will not look foreward to posterity who never look backward to their ancestors.... Our political system is placed in a just correspondence and symmetry with the order of the world... by preserving the method of nature in the conduct of the state, in what we improve, we are never wholly new; in what we retain, we are never wholly obsolete."

" To secure any degree of sobriety, in the propositions made by leaders in any public assembly, they ought to respect, in some degree perhaps to fear, those whom they conduct."

" The Chancellor of France said that all occupations were honorable. If he meant only that no honest employment was disgraceful, he would not have gone beyond the truth. The occupation of a Hair-dresser, or of a working tallow chandler, cannot be a matter of honor to any person -- to say nothing of ...more servile employments. Such

discriptions of men ought not to suffer oppression from the state; but the state suffers oppression, if such as they, either individually or collectively, are permitted to rule."

"... society requires not only that the passion of individuals be subjected, but that even in the mass and body, as well as in the individuals, the inclinations of men should frequently be thwarted, their will controlled, and their passions brought into subjection."

"... by this unprincipled facility of changing the state as often and as much, and in many ways, as there are floating fancies or fashions, the whole chain and continuity of the commonwealth would be broken. No one generation could link with the other. Men would become little better than flies of a summer."

"... of this I am certain, that in a democracy, the majority of the citizens is capable of exercising the most cruel oppressions on the minority...."

THE OPTIMISTS

Rather than look into the past and what has happened, the optimists tend to consider the future and what might happen. They see each human as having great potential for good. In fact, numbers of them feel that he is good naturally and human evil is a product of social corruption. Pessimism is to them a cynical abuse of man and his heritage and they frequently point out that the pessimists inflate the evil but ignore all of the good in the world. As you did with the pessimists, consider these arguments carefully.

John Locke (English, 1632-1704)

John Locke may be the greatest of the political writers of optimism. Locke felt that the people's consent was the only legitimate basis for any government. In 1690 he wrote Two Treatises of Government which some consider the classic treatment on representative government. The following is excerpted from these works.

> "The end of government is the good of mankind, and which is best for mankind, that the people should always be exposed to the boundless will of tyranny, or that the rulers should sometimes be liable to opposition when they grow exorbitant in the use of their power...?"
>
> "The state of nature has a law of nature to govern it, and reason, which is that law, teaches all mankind who will but consult it, that being all equal and independent, no one ought to harm another in his life health, liberty or possessions."

Jean Jacques Rousseau (French, 1712-1778)

About three decades before the French Revolution, Rousseau published The Social Contract. The style is brilliant, and the impact on France at his time was considerable. In fact, Rousseau and Karl Marx are probably the most influential political writers of the last two hundred years in continental Europe. They have had considerably less influence in

Great Britian and the United States. The following are taken from

The Social Contract.

> "Since no man has a natural authority over his fellow, and force creates no right, we must conclude that conventions form the basis of all legitimate government."
>
> "To say that man gives himself gladly, is today what is absurd and inconceivable; such an act is null and illegitimate, from the mere fact that he who does it is out of his mind. To say the same of a whole people is to suppose a people of madmen; and madness creates no right."
>
> "To renounce liberty is to renounce being a man, to surrender the rights of humanity and even its duties... Such a renunciation is incompatable with man's nature; to remove all liberty from his will is to remove all morality from his acts..."

Immanuel Kant (German, 1724-1804)

Kant is one of the philosophers of the period of history referred to as the Enlightenment. The great human strides of this period, particularly in science and music, created an atmosphere of optimism in political writings of Europe and North America. These readings are taken from

What Is Enlightening.

> "Laziness and cowardice are the causes, why so great a part of mankind, after nature has freed them from the guidence of others, willingly remain minors as long as they live..."
>
> "But it is sooner possible for a nation to enlighten itself; nay, when it has the liberty, it is almost infallible."
>
> "To this enlightening however nothing is required but LIBERTY; and indeed the most harmless of all that may be named liberty... to make a public use of one's reason in every point..."

John Stuart Mill (English, 1806-1873)

The son of a brilliant English statesman and philosopher, John Stuart Mill represents liberalism's outstanding advocate. Mill sees liberty as a way of life rather than a political system. The following is taken from On Liberty published in 1859.

"... We can never be sure that the opinion that we are endeavoring to stifle is a false opinion; and if we were sure, stifling it would be an evil still."

"... To refuse a hearing to an opinion, because they are sure it is false, is to assume that their certainty is the same thing as absolute certainty. All silencing of discussion is an assumption of infallibility..."

"The initiation of all wise or noble things, comes and must come from individuals; generally at first from some one individual. The honour and glory of the average man is that he is capable of following that initiative; that he can respond internally to wise and noble things..."

"... If a person possesses any tolerable amount of common sense and experience, his own mode of laying out his existence is the best, not because it is the best in itself, but because it is his own mode. Human beings are not like sheep..."

"The worth of a State, in the long run, is the worth of the individuals composing it..."

LESSON EXAMINATION

Define the following terms in your own words.

1. Assumptions:

2. Attitudes (personal):

3. Logical:

4. Pessimistic:

5. Optimistic:

Check (✓) only those statements that would reflect the views of each of the listed men.

Niccolo Machiavelli

___6. A political leader must honor his commitments at all times.

___7. Force is necessary to rule successfully.

___8. In general, people are not to be trusted.

___9. Fear is a better control device than love.

___10. The best assurance of loyalty that any political leader can depend on is a sworn oath by his followers.

Thomas Hobbes

___11. Fear of death and the hope to live comfortably are the inclinations which make men peacable.

___12. Any political system must be based on doing what is right and avoiding evil.

___13. In the natural state man is a fearsome thing and a threat to his fellowmen.

___14. Mankind can be successfully governed when the strong control the weak.

___15. Most men trust other men.

Edmund Burke

___16. A political leader should look at those he rules with fear and respect.

___17. Revolution is necessary to establish a strong government.

___18. Democracy is a sure way to protect minority groups.

___19. Humble people of limited ability should never be allowed to participate in the governing process.

___20. Any good government must be firmly built on the past.

John Locke

___21. If a man is truely free he will not harm other men.

___22. Government should have as its final goal the good of mankind.

___23. Reason is natural in men.

___24. Men are naturally free.

___25. Rulers should be oppossed when they abuse power.

Jean Jacques Rousseau

___26. Men are happy to surrender their liberty to an able ruler.

___27. Liberty is part of being a man.

___28. No man has a natural right to rule another man.

___29. To desire liberty is a form of insanity.

___30. Morality is impossible without liberty.

Immanuel Kant

___31. People remain immature all of their lives because they are too ambitious for personal gain.

___32. One great problem which hinders the development of a nation is too much freedom for each of its citizens.

___33. To become an enlightened person one needs individual liberty.

___34. Liberty for the citizens of a nation will create an intelligent and enlightened nation.

___35. Unwillingness to control oneself and fear of being responsible for oneself are major problems in becoming free and mature.

John Stuart Mill

___36. The quality of a nation should be judged on the quality of its citizens.

___37. People must be taught to believe in certain ideals so that they will all have the same good pattern of living.

___38. Opinions should be squelched only when they are against the public interest or absolutely false.

___39. Any normal person should be allowed to plan and live his life in his own way.

___40. The average man can recognize wisdom when he sees it and will follow the lead of wise ideas.

In the first column below is stated an issue. In your own words state the position that the mentioned person would take toward this issue and the logical justification that he would use for this position.

ISSUE	PERSON	POSITION	JUSTIFICATION
41. Individual Liberty	-Hobbes-		
42. Individual Liberty	-Mill-		
43. Democratic Government	-Hobbes-		
44. Democratic Government	-Mill-		
45. Political Leadership	-Hobbes-		
46. Political Leadership	-Mill-		

NOTE: For the remaining activities, do your work on scratch paper first. Then insert your finished product on this form.

Reconsider the basic assumptions of the pessimists and the optimists. Clearly and concisely state two (2) logical flaws in the position of each. Do not deal with individual writers but consider each position as a whole.

47. Logical flaws of the pessimists:

48. Logical flaws of the opitimists:

NOTE: You now should reconsider the value quiz that you took before this lesson. Complete 49 and 50 in single paragraphs. In the first sentence state your position and follow this with your justifications. Keep them short and precise.

49. What do you think is the nature of man? Justify your answer with information from the readings and from personal experiences with relatives, friends, neighbors, etc.

50. What form of government is best suited to man (strong centralized control or freer democratic systems). "Show" that this system reflects man's nature and needs.

Do you have any questions or opinions that you wish to state? Do you have any ideas that need clarification? State them below and we will attempt to answer you.

LESSON II

We have considered human pessimism and optimism as underlying attitudes which dictate political positions. It is hoped that you see the relationship between what you feel man is like and what type of political system that you would see him live under. Certainly the number and type of restraints that you would have people live under is dictated by what kind of behavior you feel they would exhibit when free of restraints.

If you consider the short value quiz that you gave yourself at the beginning of Lesson I, you will get some idea of how you feel about people. One special consideration should be mentioned here: PEOPLE USUALLY INTERPRET THE BEHAVIOR OF OTHERS AS REFLECTIONS OF THEMSELVES. This means that your interpretation of how you feel other people would behave in a state of nature is a reflection of how you feel you would behave under the same circumstances. Though this is a natural feeling, it may be a dangerous one. Since everyone taking this course has had different background experiences, it is quite possible that without restraints, they would exhibit quite different behavior. It is easy to understand this point intellectually, but if you are honest with yourself and think about it seriously, you will find that it is quite difficult to really believe this is the case. Almost everyone likes to think of themselves as typical. If they would cheat when filling out their income tax, they assume that almost everyone else would do the same. If they are honest in almost all of their dealings with others, they feel that others, if given the chance, will also be honest.

Today we are moving from a general attitude concerning the nature of man and the appropriate system of government for him to the "American attitude" (if there is one). What attitudes do Americans have about man and

his politics? What ideals do we have as a people? Are we the same now as we were when this nation was founded? Would the ideals of a Thomas Jefferson fit into modern society?

OBJECTIVES:

In this lesson, you will be expected to master certain objectives. These objectives are the basis for your written assignment and are as follows:

1. Examining several primary sources, identify the attitudes and assumptions about mankind held by those who developed our political system.

2. Compare your attitudes and assumptions concerning mankind to those held by these same people, looking for similarities and differences.

3. Generalize from personal experience what attitudes and assumptions todays' Americans have about mankind.

4. Identify and account for similarities and differences between traditional and present attitudes and assumptions.

5. Support all contentions with data or other evidence which will justify your conclusions.

6. Answer this question: Can I really prove that my position or analysis is the correct one? Justify your conclusion to this question.

ACTIVITIES:

The following statements are taken from documents which traditionally are held to incorporate the American ideal. As you read them, ask yourself these questions:

1. What basic attitudes and assumptions about men are indicated?

2. What type of political systems would these people favor?

3. What are my reactions to the implications of these documents?

THE DECLARATION OF INDEPENDENCE - July 4, 1776

> We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, that whenever any Form of Government becomes destructives of these ends, it is the Right of People to alter or to abolish it, and to institute a new Government, laying its foundation on such form, as to them shall seem most likely to effect their safety and happiness.

THE CONSTITUTION OF THE UNITED STATES - 1787

> We The People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Prosperity, do ordain and establish this Constitution for the United States of America.

THE GETTYSBURG ADDRESS - November 19, 1863

> Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.
>
> Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure.
>
> ... It is rather for us to be here dedicated to the great task remaining before us--... that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and the government of the people, by the people, and for the people, shall not perish from the earth.

THE PLEDGE OF ALLEGIANCE

> I pledge allegiance to the flag of the United States of America and to the Republic for which it stands. One nation, under God, indivisible with liberty and justice for all.

- - - - - - - -

Now reconsider the questions asked prior to these readings.
What are your answers to them?

WRITTEN ASSIGNMENT

Name_____

I. Define the following in terms of their political meanings. You need not use complete sentences.

A. Self-evident:

B. Rights:

C. Union:

D. Liberty:

E. Equality:

F. Justice:

G. Posterity:

H. Indivisible:

II. Answer each of the following questions as indicated.

A. State in your own words the basic assumptions about men indicated in these documents.

B. Select and copy statements from these documents which justify your statement.

III.

A. State in your <u>own</u> words the responsibilities that the government has toward citizens according to the documents.

B. Select and copy an excerpt from one of these documents which will justify your statement.

IV. Read the following carefully and respond as requested.
Excerpt from The Sedition Act-1798

> Sec. 2 - That is any person shall write, print, utter, or publish, or shall cause or procure to be written, printed, uttered, or published, or shall knowingly and willingly assist or aid in writing, printing, uttering, or publishing any false, scandalous,and malicious writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States, with intent to defame the said government, ... or to bring them ... into contempt or disrepute: or to excite against them... the hatred of the good people of the United States... then such person being thereof convicted... shall be punished by a fine not exceeding two thousand dollars, and be imprisonment not exceeding two years.

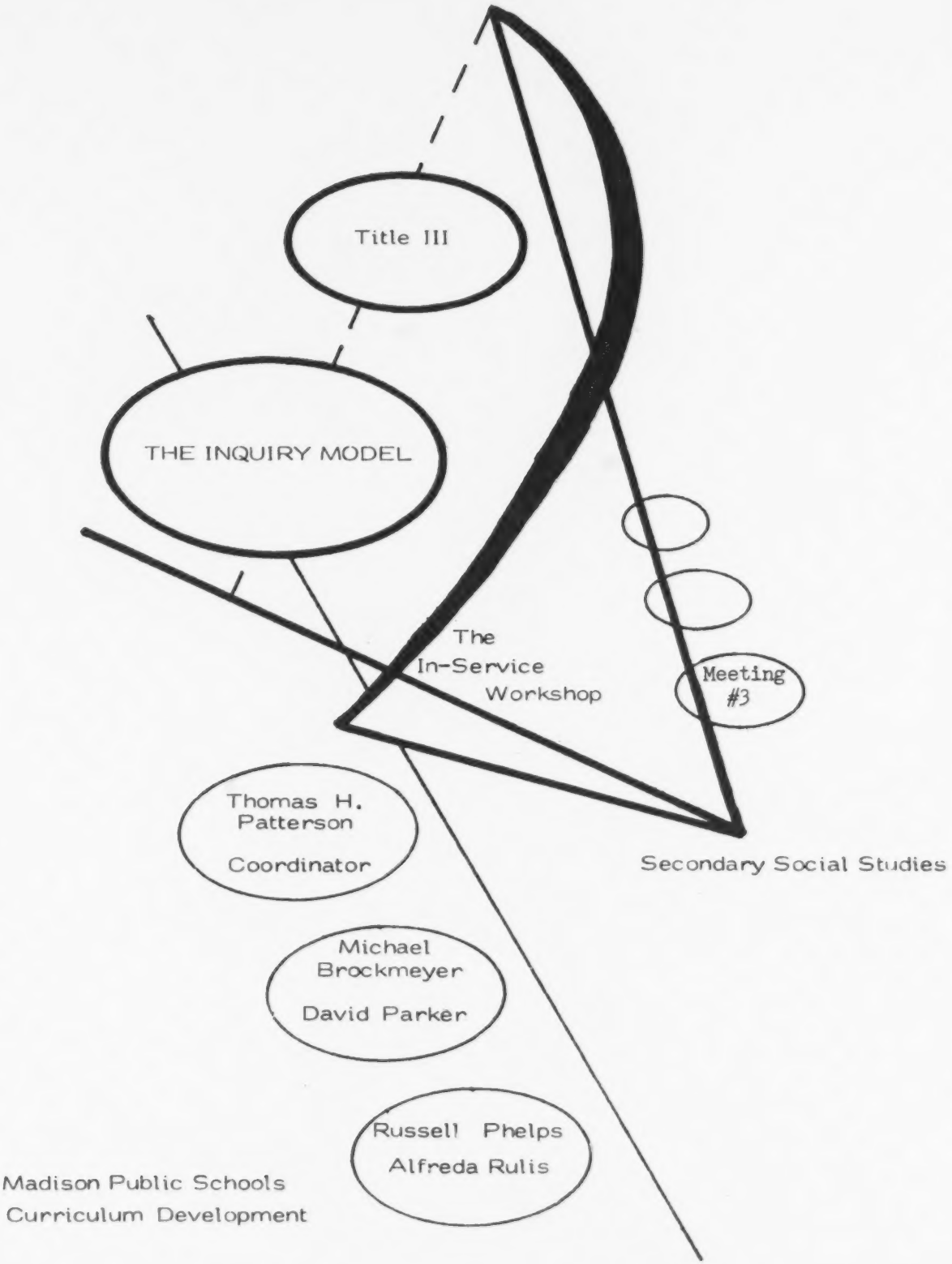
A. State the meaning of this document in your own words.

B. Is it consistent with the assumption of the first four documents you have read for this lesson? Justify your answer.

V. Are the basic assumptions about man and government today the same as those founded in these first four documents as those found in this lesson? Supply evidence to support your position.

VI. Should American citizens today have the right to revolt if they find that they are not able to obtain "Life, Liberty and the pursuit of Happiness"? Justify your answer.

VII. Reread the excerpt from the Declaration of Independence. If this document were passed around today, would you sign it? Explain your answer.


Title III
THE INQUIRY MODEL
The
In-Service
Workshop
Meeting
#3
Thomas H.
Patterson
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Secondary Social Studies
Michael
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David Parker
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Madison Public Schools
Curriculum Development

TEACHER IN-SERVICE
WORKSHOP

IMPLEMENTATION: Black Culture

RATIONALE:

This particular unit was developed as a specific example of one way to implement the inquiry model. The goal is not to establish the procedures contained as "the" techniques, but to provide the participant with something very tangible to discuss, evaluate and modify.

INTRODUCTION:

This unit was actually taught this summer to 10th, 11th, and 12th grade students. The course, The Negro in America, was organized around two one-hour sessions each day. The first hour dealt with the historical experience of the Afro-American. The second hour developed specific ideas concerning contemporary problems, concerns, conditions, and behaviors of black people. The unit developed below, lasted for sixteen one-hour sessions.

The focus of this model centers on the issue of whether or not a black sub-culture exists in the United States. This issue was chosen because; 1) it permits the student to perceive the delema facing those who want to bring out change in the black-white relations, 2) it calls on students to develop rolesthat are both empathetic and rational, and 3) it permits the use of data which is readily available.

PLANNING OBJECTIVES:

In planning the objectives for this unit, the following will have to be considered:

1. What data, concepts, generalizations, skills, and attitudes will the students need to handle the activities in the unit?

2. What data, concepts, and generalizations are necessary for a full understanding of the issue?

3. What cognitive skills should be developed in working with this issue?

4. What attitudes toward issue and progress can be effectively explored in this unit?

These questions lead to the following behavioral objectives:

1. The students will be able to distinguish between facts, opinions, generalizations, and issues and be able to list the criteria that defines each.

2. The students will be able to list five generalizations which describe cultural characteristics of certain groups of Afro-Americans.

3. The students will be able to list five generalizations which describe specific behaviors common to certain groups of Afro-Americans.

4. Each student will decide whether or not a black sub-culture or black sub-cultures exist in the United States today.

5. The students will be able to list four or five reasons that substantiate the position taken above.

6. Using the position developed above with regard to Black sub-culture, the students will rank in order according to personal preference, the action programs created to eliminate racial disparity.

7. By using the data and generalizations developed in class, the students will verbally defend the rank ordering.

8. The students will be able to analyze and evaluate issues concerning Afro-Americans and other minority groups in a more scientific way.

9. Some students will behave in such a way as to demonstrate greater empathy with certain groups of Afro-Americans.

STRATEGY:

The overall objectives and strategies of this unit is student involvement. Involvement is emphasized in their gathering and creating the data for the unit, in their examining and evaluating the objectives of the unit and in their creating and challenging the conclusions and implications of the unit. The teacher avoids preparing a body of knowledge that "forces" a particular conclusion. As a result, the students are encouraged to draw conclusions based on greater thought and empathy, rather than on an understanding of the teacher's "game." The teacher must eschew the authoritarial role for one that emphasizes his guiding, resource and tutorial talents. As director of action, a source of data and tutoring of individuals, he will be able to individualize his instruction and work closely with those having learned problems.

One of the clear objectives of education at all levels is to encourage the individual learner to find a balance between emotional committment and rationality. The unit has been constructed to force some students to become more emotionally involved in crucial social issues, while others with strong emotional committments are pressured to give more rationally to their emotional positions. The unit is thus predicated on the assumption that all real behavior change emerges from and emotional committment to thoughtful action.

IMPLEMENTATION:

Day #1:

Goals:

. The students will be pre-tested to measure their present attitudes toward, and information about, Black people.

. The students will be exposed to each other's opinions about the behavior of Black people.

. The students will eventually use these opinions to deal with the issue "Does a Black sub-culture exist in the United States today?"

Activities:

. A brief introduction by the teacher alerts the students to the problems of making useful generalizations.

. The students individually make up a list of their generalizations describing differences between Black and White people (emphasizing behavior differences).

. The students meet in groups of four to five and discuss these generalizations.

. The groups prepare a list of generalizations they can defend and finally present them to the entire group.

. The students are asked why these differences exist.

Outcome:

. The students exhibited a broad range of opinions and tended to show many inconsistencies.

. The students became aware of some of their basic differences in opinion that exist in the class.

. Time did not allow a complete exploration of why these differences exist.

Possible Revisions:

Day #2:

Goals:

- The students will view a movie that will provide them with further data - data that will help them to raise the issue of black-white differences.

- The students will be involved in evaluating the presented data in the light of their life experiences.

Activities:

- The students see a film, Phyllis and Terry, which follows two teenager Afro-American girls as they walk around the ghetto in which they live and talk about the life they have there. After the film, the question is raise, "Is their behavior typical of eighth grade girls or is there something unusual and different about them?"

- The students are asked to compare the data they have gathered from the previous day.

Outcome:

- Most students saw the behavior of the two girls as typical of girls in that age category.

- Some students challenged the teacher's use of generalizations and maintained that meaningful generalizations could not be made.

- Certain students became more deeply involved in what was happening in the classroom.

Day #3:

The students take a true/false quiz which fulfills the following criteria:

1. The information used in the quiz is selected from a part of the Kerner Report that the students have already read.

2. The quiz includes examples of generalizations which fulfill the following criteria: Terms are specific and measureable; generalization is neutral and reflects the data.

3. The quiz includes generalizations which disprove some of the common generalizations (stereotypes) made about black people.

Once the quiz is completed and corrected, the students look up specific information in the Kerner Report that proves or disproves the statements in the quiz.

The students work in small groups or as individuals, as they chose.

Outcomes:

. The students took the quiz and began the task of finding the information. Questions were raised, however, about the relationship between commonly held opinions and the facts regarding black people. As a result of clearing some of these points, the activity was continued into the next day.

Day #4:

Goals:

. The same as Day #3.

Activities:

. Students continue to work alone or in groups. They are encouraged to check their answers against others in the class.

. The teacher assumes a tutorial role of making sure everyone achieves the stated goals.

. As the better students finish, they are encouraged to work with the slower students, helping them gain the necessary skills.

. The teacher establishes the criteria for generalizations and, through discussion, has the students evaluate the generalizations used in the quiz.

Outcomes:

. Through the tutorial activities, the teacher discovered that certain students had severe reading problems.

. The students, who had not read the assignment, were forced to go over the assigned material.

. The students demonstrated on the memory level a knowledge of the criteria for generalizations.

Day #5:

Goals:

. The students will listen to the opinions of a group of Afro-Americans.

. The students will be structured in such a way that the students will gain a greater empathy for the diversity that exists among the black people.

. The opinions and experiences will serve as data to be used by the students in dealing with the issue.

Activities:

. The panel is given a summary of the opinions the students expressed the first day of the unit.

. The opinions serve to stimulate the discussion.

. The panel included: young people, middle-age people, boys, girls, and women. The represented radical and moderate stand, and the telling of southern and northern experiences.

Outcome:

. The panel went very well and generated a great interest on the part of the students. A broad range of opinion and experience was presented. The confrontation of views became sharp at points.

Day #6:

Goals:

. The students will use the Autobiography of Malcolm X as a source of data in defining and dealing with the issue.

. The students will evaluate some of the ideals and opinions of Malcolm X.

. The students will be able to create generalizations based on the opinions of Malcolm X and using data already accumulated.

Activities:

. The students work as individuals or in small groups.

. The students compile a list of five or more opinions expressed by Malcolm X about black people or about white people or about the relationship between black and white people.

Outcome:

. Many of the students worked along this time.

. The teacher worked with the students who needed more direction and help.

Day #7:

Goals:

. Same as Day #6.

Activities:

. The activities are teacher-directed.

. The class discusses the further clarification of difference between facts, opinions, issues and generalizations. They are analyzed in the light of the following criteria:

1. Are they specific?
2. Are they neutral?
3. Are the concepts measurable?
4. Do they reflect the data?

. On the board the teacher compiles a list of the opinions the students found and adds some that are particularly controversial.

Outcome:

. The students worked out a list of twenty statements.

DAY #8:

Goals:

. Remain the same as on Day #6.

. The students will create generalizations which reflect positions taken by themselves in the presence of the data thus far presented.

. The students will experience a conflict of opinion that will force each of them to go beyond what has been discussed in class and generate data from his own experiences.

. The students will begin to emphasize with the feeling and attitudes of other members of the class, particularly attitudes expressed by black students.

Activities:

. The teacher, as a resource, presents some sociological data, which the students will use in developing their generalizations. The data should help to answer some questions raised in discussion groups.

. The students are divided into groups and are asked to select some ofthe opinions given the day before and to transform them into generalizations.

. The teacher moves from group to group encouraging the development of generalizations and forcing the students to defend the generalizations.

Outcome:

. The activity had mixed success. Some groups became immediately and deeply involved in the discussion, while others depended quite heavily on the teacher. Groups with articulate black students in them developed a greater understanding of the issues and the problems confronting the black people.

Day #9:

Goals:

. The students will present examples of "Afro-American culture" to the class.

. Each student will decide whether these examples reflect Afro-Americans as a special group or Afro-Americans who are again reflecting ties with a larger society.

Activities:

. Some students give individual presentations on black culture (the emphasis is on music, especially soul music.)

. Through discussion, the question is raised: Is this/a product of black culture or does this reflect the ties of the Afro-American with a larger society?

Outcome:

. The material presented was all music, especially soul music. The issue then resolved around the existence and non-existence of "soul" and who possesses it.

Day #10:

Goals:

. The students will listen to and ask questions of an Afro-American man who is committed to the American system in spite of the discrimination he has experienced.

. The students will be re-introduced to the issue of black/white differences.

Activities:

. Sgt. John Cash, a marine in the local reserve unit, speaks to the class.

. The students are assigned the task of finding the objectives of this unit and stating what they are to achieve.

Outcome:

. Sgt. Cash spoke of his wartime and Madison experiences as they related to his race. The students were impressed and troubled by these experiences.

. The assignment thoroughly confused most of the students. Some objected to the assignment and found it difficult to determine where the unit actually began.

Day #11:

Goals:

. The students will be able to review the materials presented to this point and suggest reasons for the presentation of this material.

. The students will recognize a coherence to the unit, which they may or may not have understood up to this point.

Activities:

. The students are told to continue with the assignment given the day before.

. The students are encouraged to consult with other members of the class while the teacher assumes a tutorial role.

Outcome:

. Most of the students came up with at least two objectives that were similar to the stated objectives.

. Some students had lists of ten objectives, indicating good insight into a number of subleties that had been raised during the unit.

. The lesson was extremely important in indicating to the teacher where the students were in their understandings. As usual, the differences were greater than the similarities.

Day #12:

Goals:

. The student will recognize the issue of black subculture and will understand its importance.

. The student will begin to solidify his position on black/white differences and this will eventually lead to a position on sub-cultures.

Activities:

. The teacher leads a discussion of the objectives of the unit and some of the major concepts, generalizations and issues raised in it.

. The concepts of culture and subculture are to be clearly defined.

Outcome:

. There were strong indications that a great deal of discussion took place yesterday. The students openly admitted that they were confused.

. The re-definition of the concepts, generalizations and issue developed in this unit to clarify much of the confusion.

Day #13:

Goals:

. The students will evaluate additional data as it applies to the issue of black sub-culture.

Activities:

. Mr. Rowland Buchanan, the Human Relations Director for Madison, speaks to the class. He outlines his experiences as a black man in the South as commenting on the issue of black sub-culture.

. The students are to write a position on sub-culture.

Outcome:

. The speaker took the position that there was no black sub-culture.

. The questions asked by the students indicated that many of them were quite aware of the objectives of the unit.

Day #14:

Goals:

. The students will be able to identify the positions taken by the leaders of existing action programs for the Afro-Americans.

. The students will relate to the positions taken by the spokesman for these action programs with a position on black sub-culture.

Activities:

. The teacher lectures on a number of organizations and movements, ranging from the NAACP to the Black Panthers.

. The students discuss each of these in the light of sub-culture.

. The students are assigned to review some of the characteristics of the Black Muslims as presented in Malcolm X.

Outcome:

. As the lecture unfolded, it became apparent that the students had a fair knowledge of SCLC and as a result of the teacher, spent greater time on Operation Breadbasket and the techniques of civil disobedience.

Day #15:

Goals:

. The students will be able to recognize differences between generalizations, opinions, and facts.

. The students will be able to recall some significant facts that are basic to the unit.

. The students will demonstrate to the teacher in written form that they have attained at least one of the objectives defined earlier.

Activities:

. The students are given an hour examination that does not include an essay. The students are informed that tomorrow's symposium will constitute the essay.

. The teacher hands back their position papers and indicates what they must improve in order to do well in the symposium.

Outcome:

. The students, on the average, performed well on the exam.

. The students' major difficulty was again in distinguishing between generalizations and simple statement of fact.

Day #16:

Goals:

- The student will take a position and defend it with data as to the existence or non-existence of a black sub-culture in the U.S.

- The student will take a position and defend it with data and opinions as to which program would best resolve the racial problems of America.

Activities:

- The class is divided according to their position on sub-culture. The teacher acts as a moderator, trying to maintain smoothness, to keep with the issue, and to try to involve as many participants as possible.

- The class is re-divided according to their position on some of the action programs and lumped into three categories:
  Moderate (NAACP)
  Liberal (SCLC, Operation Breadbasket)
  Radical (Black Power, Black Panthers, etc.)

Outcome:

- The students did very well as a group. There was frequent conflict, much of it based upon some understanding of the issue.

- One of the interesting results was the fact that some of the Black Power oriented students were those who were most vocal in attacking black culture.

AFRO-AMERICAN HISTORY

Student Opinions on Differences between Black and White People:

1. Afro-Americans tend to dress with more emphasis on bright colors and unusual styles.
2. Afro-Americans have a different style of walking than whites.
3. Afro-Americans use more slang than whites (some believe this means more profanity.)
4. Afro-Americans have their music.
5. Afro-Americans display a better sense of rhythm.
6. Young black people tend to be more aggressive than young whites.
7. Young black people tend to be less inhibited (show-off) than white people.
8. One characteristic of black families is that the women dominate because husbands cannot support the family.
9. Afro-American music is melancholy and sad.
10. Blacks generally have Afro-American hair styles.
11. Both black and white people have soul.

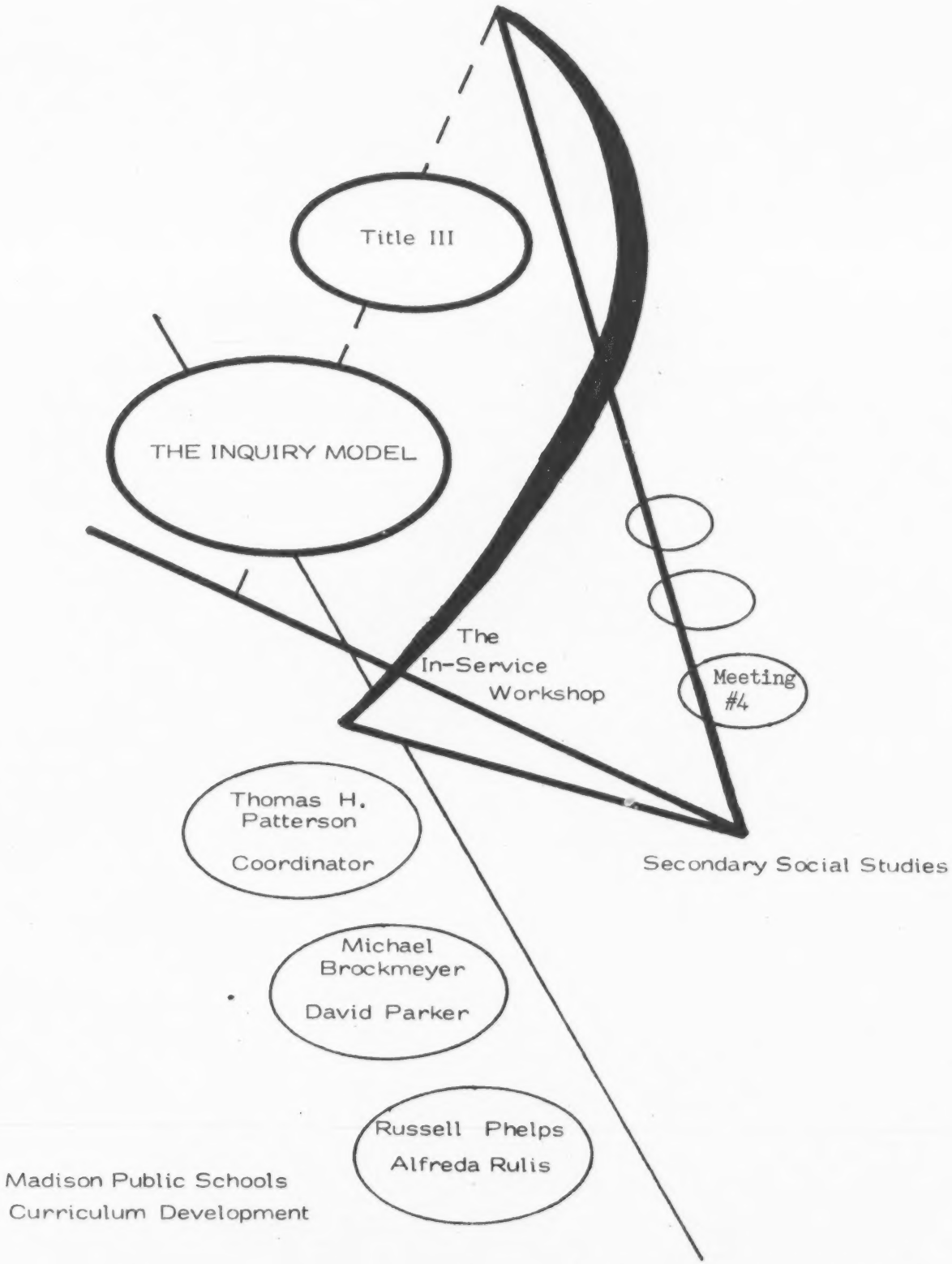
Analyzing and Evaluating Generalizations About Black Culture:

In your notebooks, you will record the results of the following activities:

1. Find 5 to 10 opinions Malcolm X holds with regard to differences in behavior between black and white people. Write them in your notebook.
2. Compare these opinions with the other data you have managed to collect. Decide on the basis of this "other data" whether or not these opinions are true.
3. Examine Malcolm's opinions with reference to the criteria of good generalizations. That is:

   Is it specific?
   Is it measurable?
   Is it neutral?
   Does it reflect the data?
4. Restate Malcolm's opinions making them more specific, stating them in measurable terms and forcing them to reflect the data.

TOMORROW'S ASSIGNMENT: Bring to class 5 examples of Black Culture.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TEACHER IN-SERVICE
WORKSHOP

IMPLEMENTATION: Economics

RATIONALE:

This particular unit was developed as a specific example of one way to implement the inquiry model. The goal is not to establish the procedures contained as "the" techniques, but to provide the participant with something tangible to discuss, evaluate and modify.

IMPLEMENTATION:

Economic Budget Simulation

RATIONALE:

This simulation was chosen as a specific example of how one might implement the inquiry model. Again it is important to note that this is to serve not as a "perfect" example, rather as data to re-structure and modify as we attempt to create such a model.

PLANNING:

In planning the objectives for this activity, the following questions should be considered:

1. To what degree must the teacher serve as a primary resource for data needed for completion of the project?
2. What is the knowledge and skill level of each student as they prepare to undertake the task?
3. What skills will have to be taught to achieve the objectives?
4. What kinds of materials should be available in the classroom to best use student time while working on the project in school?

PRE-TEST:

There are two measures used by the teacher to find the present level of knowledge and skill within the group. One was the performance demonstrated on an earlier simulation game, "Consumer." This only required two periods to play and had many of the same components of the simulation being described. The other measure is the tutorial role of the teacher. To receive help from the teacher, the student acknowledges his/her present lack of knowledge and indicates his needs in various skill levels.

BEHAVIORAL OBJECTIVES:

1. Each student will simulate the steps involved in home buying, which includes, choosing a method, computing the closing costs, budgeting for the monthly payments, and amortizing the interest and principal.

2. The student will be able to budget his income so as to include as many budgetary items as possible.

3. The student will simulate the types of financial adjustments that are made in a typical budget in order to compensate for unforseen events.

4. The students will simulate a budget that will reflect their individual tastes and attitudes.

5. The students will present completed budgets with enough explanation and coherence to convince the teacher that they have arrived at the goals described above.

6. The students will be able to acquire information and skills which are compatible with their individual capacity and desires for knowledge.

STRATEGY:

Each student is asked to simulate the experiences of most American families. They begin with a limited amount of income which must be divided up in such a way as to satisfy the wants and desires of a typical family. Each student draws an income card printed up in three colors, indicating three general levels of income (this is to relate to three car payment levels on the instruction sheet.) The incomes, which were hourly, ranged from $3.50 to $8.00. Each student also draws a card to give them a certain savings account to be used for down-payment and closing costs. With this information, they have to prepare a monthly budget. This represents the completion of Stage I. During the next two stages of the project the students draw cards which describe events which require them to adjust their budgets.

A typical example follows:

> "You have just received word that your Father, who lives in Denver, Colorado is very ill. Only one of you will be able to go. Therefore, it is necessary for you to buy a round-trip plane ticket for one, as well as be able to pay your expenses. This will also demand some other special expenses while you are gone, such as babysitting. Find out these costs and show how you will pay them out of the budget that you have created."

Each student draws three of these before the project is concluded; two in Stage II, and one in Stage III. To conclude the project, each student must prepare an income tax statement, itemizing his deductions, and in effect, summarizing the advantages and disadvantages of his/her decisions.

They may consult and help each other, seek outside information, and ask the teacher for almost any type of assistance necessary, but the final product must reflect the individual's particular abilities and situation.

The project takes advantage of the student's particular interests and abilities. For example, some students will do well to realize the existence of insurance, some of its advantages, and that it must be paid for out of one's budget. Others will learn a great deal about different types of policies and how to compare them. The number of teacher lectures designed to impart information are to be held to a minimum. What limited lecture and discussion time used will instruct students in procedures, e.g., how to amortize, etc.

OUTCOME:

This simulation was actually used during a summer school session. The differences in performance were remarkable. One student found it very difficult to even understand the idea of income and how the government takes out their share, whereas another described each budget allocation in detail

with an elaborate rationale and/or data to support his decisions. The former achieved a very rudimentary budget, with few categories, but she seemed to understand how one spends money. The latter capped his project by renting out a room in his house which he showed in the computation of his taxes.

One of the interesting outcomes was that performance was not related at all to the size of income and savings. This was one of our fears when creating differential income levels. The greatest difficulty of the students was to make the project reflect their individual tastes and attitudes.

CONSUMER SIMULATION PROJECT

I. Instructions:

You are going to carry out a project that will force you to make certain economic decisions common to the American consumer. You will draw an hourly income that will be used by you to develop a monthly budget that will fit your projected needs for a year.

II. Assumptions:

A. You are 30 years old.

B. You have two children,

1. A boy-five years old, and
2. a girl-seven years old.

C. You now own a car-two years old.

1. If you are a RED series--your payments are $50 per month,
2. If you are a BLACK series--your payments are $60 per month,
3. If you are a BLUE series--your payments are $75 per month.

D. Everyone must buy a home as part of the project.

E. You must plan a budget which can be projected to cover all yearly expenses.

F. It is assumed that you have moved out of an apartment. Therefore, you have most of your furniture. All you lack is your stove and refrigerator.

G. The simulation will go through three (3) stages:

Stage I: You must buy a home. You will draw a down-payment card.
Stage II: You will draw two (2) event cards.
Stage III: You will draw a final event card. You will make out a tax return.

H. You will be evaluated according to these criteria:

1. How well you organized your budget.
2. How well you cover all necessary items.
3. How effectively you adjust to your events.
4. How well you do in making your budget reflect your own particular tastes and preferences.

TEACHER IN-SERVICE
WORKSHOP

POST-EVALUATION: Area Studies

RATIONALE:

This particular unit was developed as a specific example of one way to implement the inquiry model. The goal is not to establish the procedures contained as "the" techniques, but to provide the participant with something very tangible to discuss, evaluate and modify.

EVALUATION:

Introduction--In contrast to the previous example, the following evaluation deals with specific cognitive skills, i.e., analysis and evaluation. Again, the objectives of the entire unit and each day's lesson should be stated clearly in behavioral terms. This unit is taken from the Area Studies course and is concerned with the impact of Western Society on Far Eastern culture.

PRE-TEST:

A pre-test will measure the student's knowledge of and attitude toward Far Eastern cultures.

OBJECTIVES:

1. Students will list changes in Asia that resulted from increased communication with the West.
2. Students will classify these changes as social, political, economic or psychological.
3. Students will list the dominant Western values and institutions that caused these changes.
4. Students will list positive and negative aspects of the above values and institutions.
5. Students will list three or more separate behaviors exhibited by Asian peoples in response to these values and institutions.

These objectives will require students to consider not only the societies and cultures of the Far East, but their own as well. The objectives require students to carry out the operations of analysis and evaluation.

ACTIVITIES:

A carefully selected speaker from an Asian nation could be invited to speak on the subject of how Western Culture has affected his native country. This would provide an opportunity for students to see things as a person

directly affected sees them. A question and answer period must be built into this discussion to allow students the opportunity to ask about things that concern them and the objectives.

The following day, students who had been previously assigned, would present a panel discussion in which they would analyze the positive and negative features of Western institutions and values found in various Asian countries. Some issues might include:

1. Urbanized society vs. village or clan
2. Capitalism vs. subsistance economy
3. Nationalism vs. regional outlook

As a final activity, students will identify the reactions of Asian peoples to the presence and influence of Europeans. This is done by drawing together the speaker's reactions, reading material and the previous panel discussion in a series of classroom discussions. This will be useful in leading into discussions or reports on certain specific cultural changes in different countries.

EVALUATION:

The students will be asked to write an essay analyzing the statement, "The destruction of much of (Asia's or particular area's) indigenous culture by Western colonizers was a necessary and beneficial step toward modernization." The statement requires the student to give evidence of achieving each objective set out in this unit.

TEACHER IN-SERVICE
WORKSHOP

POST-EVALUATION: Western Civilization

RATIONALE:

This particular unit was developed as a specific example of one way to implement the inquiry model. The goal is not to establish the procedures contained as "the" techniques, but to provide the participant with something very tangible to discuss, evaluate and modify.

EVALUATION:

Evaluation stems directly from the objectives established and the activities used, therefore, students should be evaluated at the end of a lesson, unit, or year, according to how well they have reached the objectives. One of the most important aspects of evaluation then, is to measure the attainment of these goals. Objectives, therefore, should be written in behavioral terms--how do we expect the students to behave or react after they do in fact behave this way. Not all objectives are cognitive but some lie clearly within the affective domain.

Testing for values and attitudes, however, poses certain problems. How do you know when someone appreciates something? How can you tell if they have sympathy for or empathy with an individual or situation? How do we know if they have accepted certain values? Measuring objectives like these requires a different approach to evaluation. In the following unit, such an evaluation was attempted in the hopes, not only of stirring student interest and involvement, but also in measuring the "non-measurable" objectives in the affective domain.

The unit concerns the Renaissance Man as a creative individual. The underlying goal is to develop an appreciation for the creative potential of man. This was to be accomplished by looking at the creative Renaissance Man. The main goal of this unit is to make the student appreciative and aware of what it means to be creative, and then to allow him to use his creative talent. A part of the unit is presented to show how this awareness and appreciation is brought out in the class activities.

The students show and explain their original creations to the rest of the class. The student may wish to deal with the project in one of three ways:

1. Dealing with a Renaissance subject in a Renaissance way.
2. Dealing with a contemporary subject in a Renaissance way.
3. Dealing with a Renaissance subject in a contemporary way.

They were graded on the basis of the following criteria:

1. How orginial is the production?
2. How well is the production executed?
3. How well does the production capture the "spirit of the Renaissance?"

The teacher, as well as the other students in the class, take part in this evaluation. This gives students an opportunity to demonstrate some evaluative skills. This kind of project allows students the opportunity to demonstrate in a very graphic way their understanding and appreciation of the creative spirit illustrated in the Renaissance. Students compose songs, paint pictures, or build inventions illustrative of Renaissance models. For many students it is a chance to do something they are interested in and at the same time demonstrate their creativity. This evaluation forces the student to read about creativity, to discuss it, and in the end to actually demonstrate what it is.

OBJECTIVES:

1. Each student will objectively investigate the nature of man.

2. Each student will identify with the concept of humanity.

3. Each student will develop a sense of responsibility committed to developing alternatives to the threats imperiling human survival.

4. Each student will gain a sense of, and appreciation for aesthetic, creative and intellectual values.

5. Each student will engage in the creative process.

6. Each student will develop those skills necessary for rational thought and action.

7. Each student will develop the flexibility of mind that will allow him to regard change or an ever-present part of his environment.

ASSIGNMENT V: WHAT KINDS OF PEOPLE ARE POWERFUL & INFLUENCIAL IN THE UNITED STATES?

PRE-EVALUATION: Before you look at this lesson, complete the following questionnaire:

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

___ 1. All citizens should have equal political power in our country.

___ 2. All citizens have equal political power in this country because each citizen has the right to vote.

___ 3. I am as politically powerful as any private individual in these United States.

___ 4. If I really wanted to hold political office, I would have as much chance as any American citizen.

___ 5. Our elected officials are just average people.

___ 6. Our elected officials reflect the composition of our population, that is races, the religions, the social classes, etc. All are represented according to their members in the population.

LESSON 5 — WHO HAS POWER AND INFLUENCE IN THE UNITED STATES?

CONTENT:

Political Man

From the beginning, man has been a social animal. His primate heritage made living in groups quite natural and the hostile environment he entered when he dropped from the trees, made living and hunting in groups quite essential to his survival. Group living demands decisions and loyalties that insure the survival of the group and of the individual member. These decisions and loyalties require some sort of power and authority arrangement. As a result, man has always been a political being.

Political man has had to live with two political realities. The first states that all men are affected by political decisions. These decisions may affect him directly, as he is required to risk his life to defend the group's territory, or direct a certain part of his individual wealth to the groups needs. But many political decisions are much more subtle in their effects on man's life and are sometimes noted for what they do not do. For example, the political decision to send a man to the moon, required the United States to commit certain resources to a project that will undoubtedly change our lives in many ways; applied to the solution of massive political, social, and economic problems on earth.

Even though political decision greatly affect their lives, most men have traditionally refused to participate in the process of making them. During the Age of Democracy in Classical Athens, even the Athenians had to be forced to participate in the Assembly by the threat of a fine, if absent or late. As democracy declined, the Athenians found that they had to pay all their citizens 3 obols per day to get them to attend the Assembly. At the lowest level of political participation in the United States voting, only 60% of the people voted in the highly contested Presidential race in 1968 and only 58% of the citizens voted in 1966. It is apparent that while many people express an interest in politics by voting, only 28% are actively concerned enough to seek out the information necessary to make the rational decisions and only a very few are actively participating in the decision-making process. Even though political decisions seriously affect each individual's life, only a few of those individuals will actually participate at any level of the decision-making process.

Thus man was immediately faced with the second political reality, that <u>political power and influence is always divided unevenly</u>. In the system described above, it is obvious that those <u>involved</u> in the political process will gain more and more political influence and power while those not involved will lose more and more of it. The process is quite natural in any groups. Leadership many times falls to an indivdual who demonstrates qualities the groups like or needs, even though that individual had not sought the leadership position.

In most cases, however, power and influence is actively sought. There is no agreement among political scientists as to the reasons for this behavior. Some have suggested that men seek power to promote their self-interest, while others maintain that family and group traditions motivate the power-seekers and still others say that many men seek power and influence in the welfare of their fellow man. Harold Lasswell identified the power-seekers as those individuals who were deprived early in life of the respect and affection needed to develop positive self-images. Recently, biological anthropological evidence has been uncovered that has lead some to define this power-seeking behavior as quite natural in all the animal species, including man.

While the motives of the power-seeker are not clearly understood at this time, most experts will agree that some individuals, for whatever reasons, do seek power and influence more intensely than others.

Power and influence are a scarce commodity. In terms of the general population, few actively seek it and fewer still obtain it. Those who do successfully gain political power and influence, do so as a result of the interplay of three factors. The first, <u>personality and skill</u>, are a combination of heredity and learning. Many individuals who obtain power to do so in part as a result of their so call Magnetic personality or charisma, while others are quite skillful in the management of political factors and the efficient use of their talent and resources.

The second factor, <u>resources</u>, are the things the power-seekers bring to the political process outside of his personality and skill. Many individuals are powerful because of the wealth, connections, or time they can devote to the

political process. The third factor, the situation, is the political process itself, the cultural environment and the demands of the moment. The success of the Republicans in 1968 is due in part to the identification of the Democratic Administration with a very unpopular war.

It is the interplay of these three factors that determines who will gain political power and influence. The following equation may be useful in demonstrating this point.

$$P S + R + S = P P I$$

(Personality and Skill) + (Resources) + (Situation) =

(Political Power and Influence)

If PPI remains constant and we reduce R, it is obvious that PS and S are going to have to change, in this case increase to balance the equation. Suppose you are in New York City in the early 1900's, you have little political personality or skill, but you want to be mayor of that city. What are you going to need to bring this off? You will, of course, need massive resources - wealth and political connections, and you will need a situation that will allow you to employ these resources. Since New York is run at this time by a political machine that can deliver the votes, you have the right situation.

Do not take the equation too literally for it simply demonstrates a relationship and not a mathematical reality.

From the above analysis, it seems safe to say that individuals of many different personalities, skills and resources will become powerful at different times, in different systems and under different conditions.

In this lesson, you are to identify the politically powerful in the United States. Notice that the time (1969), the system (United States on the National Level) and the conditions are fixed. You must analyze the other variables. You must begin to ask questions like:

What kinds of people are powerful in the United States?

What groups do they belong to?

Does one particular group of individuals sharing and number of characteristics dominate political power and influence in the United States?

Title III. The Inquiry Model, Inservice Workshop Meeting #5.

TEACHER IN-SERVICE MODEL

MODIFICATION: Social Psychology

RATIONALE: This particular unit was developed as a specific example of one way to implement the inquiry model. The goal is not to establish the procedures contained as "the" techniques, but to provide the participant with something very tangible to discuss, evaluate, and modify.

SOCIAL PSYCHOLOGY: MAN'S PREDICTABLE BEHAVIOR

Planning: Before we lay out the objectives, these questions should be asked:

1. What particular skills are needed or should be learned during this activity?
2. What basic concepts may be taught through the material in this unit?
3. What role(s) should the teacher play throughout the unit to best achieve the objectives?
4. What is the knowledge-level of the students as they prepare to carry out the assigned tasks of the unit?

Behavioral Objectives:

1. The students will make an observation using scientific criteria.
2. The student will describe specific behaviors that will fit into the categories--Physiological and Psychological.
3. The student will create categories of behavior patterns that are specific outcomes of observation.
4. The students will demonstrate these skills:
   a. To discriminate between a hypothesis which does or does not fit the given criteria.
   b. To identify variables within hypotheses.
   c. To tentatively create variables and concepts that may be used in hypothesis formation.
5. The students will be able to list and describe four or more specific techniques used by psychologists to measure and evaluate behavior.
6. The student will attempt to describe his own behavior without evaluating it.
7. The students will take a position on the issue of the predictability of man and defend it with at least four or more facts and generalizations.

Strategy:

These objectives not only make the student realize the tentativeness of psychological data, but as well the tentativeness of the data that we extract from uncontrolled and undisciplined exposure to one's environment. The relative merits of Psychology revolves around the issue of man's predictability. It is not difficult to demonstrate the regularity of man's patterns, but the degree of regularity is the question that each student should try to explore on his/her own. Althought the question cannot be resolved, it should set the stage for the next series of units which provoke the students to ask the questions: "What are some categories of behavior that can be examined in order to find out the degree of predictability?" and "How may we explain behavior patterns?" With these goals in mind, the activities have to be created to do a number of things. One, the student will actually observe specific behavior and learn how to look for that which is regular. Secondly, the student will look at the regularity of his own behavior in order to make it relevant to him/her. Third, either as a group, or as individuals, they will organize what they have observed, e.g., placing certain behaviors into specific groups. Finally, the student will reach a tentative decision about what he has learned.

Through the above procedure, the student will be introduced to the methodology of the social scientist. The teacher will be acting as a resource person by introducing, describing and evaluating various techniques used by Psychologists as they gather data. The students will then have an opportunity to evaluate the methodology used in some excerpts taken from some actual students.

Student Activities:

Day #1: The first activity will serve as an introduction as well as a pre-test. If the students already show a specific inclination one way or the other, then all of the following activities have to be re-structured to adjust to the student's present level of information. The activity will be a teacher-lead discussion on the question, "Is the behavior of any individual peculiar to that individual, or is it more like the behavior of others?" Or the question will be restated, "Is man's behavior more alike than different?" As this is a pre-test of the students knowledge and attitudes, a teacher-role is to prod further discussion, not to direct it toward any goal. To assist students that feel some hesitancy to speak out, the discussion could be prefaced by having the students write out their feelings on the question before the discussion begins.

Day #2: During this hour, students are given an opportunity to use a case study to look for unique behavior in a hypothetical student. Indirectly, they are using this neutral example to discuss the same question that was presented the day before. The primary goal of the exercise is to help the students to realize how difficult it is to observe someone without "Evaluating" his/her behavior. For this reason, the students are asked to give their opinions of this hypothetical student. This information will be used to illustrate how much of their own feelings and attitudes are "put in" to their example. The hour is concluded by assigning students to observe some other individual in an attempt to describe patterns

of behavior peculiar to that individual. Or they might end up with an observation of the "irregularity" rather than the regularity of behavior.

Day #3: The teacher will lecture on the methods of psychology. Particular emphasis will be placed upon learning the definition of some basic scientific terms, such as hypothesis, variables, etc. The rest of the hour will be spent in skill development by asking the students to look at the data and project hypotheses and define the variables. The observation assignment is then re-emphasized and the students are asked to state some of their conclusions about the observations as hypotheses.

Day #4: The students are now going to compare their observation data. Through a teacher-lead discussion, the students begin to inventory some of the behaviors that were observed. Other students will be encouraged to respond to the set of behaviors and see if these respond to categories of people. The behaviors mentioned are listed on the board. Everything will be included that is described by the student. The questioning pattern will follow these five steps:

1. What specific behaviors did you observe?
2. Do any of these behaviors seem to belong together?
3. Why would you group them together?
4. What would you call these groups that you have formed?
5. Could some of these belong in more than one group?

One criteria question that will be applied to all examples given in question #1 is: "Is that an objective statement or an evaluation?"

Day #5: The class begins with short presentations on the danger of using word "cause" as a means of actually describing causation rather than a relationship. The teacher then uses this warning to lead into a discussion of one of the categories.

The question will follow this pattern:

1. What are some possible causes (things that relate to and precede this category of behavior?)

   Example: Behavior-disruptive activity
   Causes---individual is restless
   antagonism
   lack of control
   } disruptive

2. What are some effects (things that relate to and can offer) of this category of behavior?

   Example:
   disruption { others are disturbed;
   the individual is noticed;
   the distruption is rejected.

At this point, students have inferred a multiple cause and effect relationship. Now the next question will lead them to explain their inferences.

1. Why do you think that these things cause disruptive behavior?
2. What has lead you to believe that these are the effects of this disruption?

Students are then divided into small groups to examine each of the categories using this same framework.

Day #6: The students will now attempt to integrate some of the skills presented on Day #3, with procedures presented yesterday. The teacher will quickly review the ideas of hypothesis, variables, and theories. The students are then asked to individually create variables and hypotheses which are based upon yesterday's discussion. After about 30 minutes, the class then can compare their answers with each other.

These are the criteria used:

1. Are they specific?
2. Are they measurable?
3. Are they non-evaluative terms?
4. Is this, in fact, a relationship?

Day #7: Today the teacher is ready to raise the issue of predictability. The class is quizzed on the previous day's activities. Emphasis is placed upon making the student realize his involvement in seeking answers, not just learning the information. The teacher then administers a simple stimulus-response test (example: flower evokes rose, color evokes red, etc.). Students will then discuss what they feel has been demonstrated. The teacher will then intervene at a propitious moment and describe the link between science and the assumption of man's predictability. The question will be raised, "How predictable is man's behavior?" As data for the discussion, the students will be encouraged to use their observations and hypotheses. As an assignment, they are formed into groups that will observe the behavior of a particular category, e.g., teachers, Negroes, women of a certain age leve; and be prepared to compare the results. The categories could reflect their earlier hypotheses. It is assumed that one inference discussed frequently is the unique behaviors that defy categorization. One of the groups should seek out examples of this type of behavior.

Day #8: The students will work in small groups, according to the categories they chose, and put together some of their results. Ideally, the students should then be given the task of trying to sort out their data themselves. However, the teacher can help some groups more than others as they try to sort out the data. The teacher, acting as a resource person, will avoid giving information, but rather asking leading questions. These are:

1. Does the data suggest that this is an adequate category?
2. Is there similarity between the behavior observed that would allow you to classify it together?

   Example: Does the behavior observed seem to fulfill the same function?

Day #9: Each group will present their results to the class. One of the criteria roles of the teacher in this situation is to keep asking the question: "Are these sets of behaviors significantly typical of this group or is this something which happens by chance?" This will allow the first introduction of the concept of probability. Another question that should be continually raised is: "Will this data allow us to predict more readily the behavior of people within this particular category?" Finally, the students are continually reminded that they are not trying to explain why this behavior exists this way, but learning how to see if it can be observed and measured. Students are given the assignment to try to observe their own behavior. They are to list those things which they think are regular. After this, they should break this list down into two parts; those behaviors which are typical of them because they are members of some category, and those that are unique to them because of their personality.

Day #10: The teacher will attempt to tie up the loose ends and discuss with the students what they have been doing. Particular emphasis should be put on reviewing the skills learned, reviewing some of the implications of the students own data, and introducing the concept of probability in a very simplified sense.

Day #11: Student debate followed by a discussion. The students are informed that there will only be one essay on the exam tomorrow. One of the essay questions will be for the student to write at home and bring back the next day. This is, "To what degree is man predictable?" which, of course, is the question being debated. The debators are given exemption from this task as a reward for debating.

Day #12: Exam on some of the basic materials read and discussed in class through the use of objective questions. Take-home exam is handed in.